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THE SCHOOL JOURNAL

BUREAU OF EDUCATION

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIV.

For the Week Ending April 13, 1907

No. 15

OSSIAN LANG, Editor.

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Expert Workers.

Last Saturday it was my privilege to attend a conference of teachers whose preparation for their life work had been received in the thoro-going schools of Germany. The discussion turned about the contents of an educational periodical, and the purposes of that publication as set forth in a prospectus. The enthusiasm with which the speakers endorsed the efforts of the periodical, and the critical manner in which the salient points of various articles were handled made it clear to the observer that these were specialists, experts, who had made a life study of their work and had remained eager learners, consecrated to the search for truth, more truth, and further truth. They were men filled with the conviction that theirs is the most significant, most responsible work in all the category of human endeavor. Would that the same spirit prevailed in every teachers' meeting, and that it pervaded every corps of teachers and each individual teacher!

Our great want in American schools is expertness and professional enthusiasm on the part of teachers. There is too much dilettante teaching, too much dilettante principaling, too much dilettante superintending. Good intentions there are in plenty, but these are of no more practical value to the children than are the good intentions of a physician towards his patients. Of what comfort is it to the weeping parents to know that the physician loved their child, and would have saved him if he could, but that he did not know how! They would sooner have pardoned a lesser amount of sympathy, if there had been a better trained judgment. In matters concerning education the people are not yet capable of distinguishing between sure-handed expertness and bungling, dilettanteism, but they are learning, learning by costly experience that there is such a difference. In fact, many communities have already discovered that the superintendent, at least, should be a trained specialist.

There are still to be found, here and there, time-serving politicians, doing term after term, as school superintendents. There are, too, many of the "hurrah boys" type, who are expert in the art of endearing themselves to the members of the school board, to principals and teachers, but who are expert in nothing else. They address every man most cordially as "Brother" or "Son" and the women

as "Sisters" or "Girls" or "My girls." Their visits to the class-rooms are brightened by funny stories, and the pages of their report are illumined by expressions of gratitude to everybody in town, for having helped make the local schools the glory of the State, and for having brought them to their present high grade of efficiency. But one by one these jolly good fellows are being replaced by those whose chief purpose is to serve the schools, and who know how to conduct them in the light of the best thought and the most approved experience. The expert is more and more in demand. The outlook is that before another ten years have passed he will be in control of the educational situation.

The expert superintendent recognizes that the only teachers worth having are those who take a serious attitude toward their work, who are constantly casting about for ideals, suggestions and plans that will enable them to do their work more efficiently. Efficiency spells economy. He does not consider himself the fountain of all educational wisdom, but encourages teachers to bring forward their own experiences and conclusions. His teachers' meetings are real conferences, and not mere convocations with him as the convocator, vocator, and excovator. He does not let the conferences dissipate into trade, small talk and gossip. There is room for these things in the social half hour following the serious part of the meeting. Reviews of important professional books, text-books, and books for juvenile libraries as well as books for teachers, will be on the program at least once a year. Digests and discussions of really significant items found in educational periodicals will form an order of business at every conference.

The expert superintendent does not consider himself the overlord whose mighty edicts must be obeyed. He follows in the administration of the schools the principles laid down by the fathers in the organization of our republic. His mimeographed letters are not general orders or prescriptions for pedagogic infants, but words of encouragement, of commendation—yes, commendation, and information that is sure to prove helpful or be of special interest to the recipients. His principal anxiety is by every means in his power to inspire and keep alive in his teachers a genuine enthusiasm for their work.

The Social Center.

Dr. Brumbaugh is doing all in his power to help along the socialization of the schools in Philadelphia. He said recently:

"The public school-houses should be the center of the community, and should be used for recreation and social purposes. The city of Philadelphia owns about 370 school buildings and yet, when the people want to hold a public meeting they have to hire a hall.

"School-houses should be available for all gatherings, except such in which religion or politics are to be discussed. The gates of the school yard ought always to be kept open that the children may use the yards for recreation. This would prevent their gathering on street corners."

The struggle now going on to raise the wages of teachers to a plane permitting of suitable comfort; to secure sensible standards of establishing comparative merit; to remove positions from the control of favoritism; and to do away with the antiquated forms of examination for appointment and promotion—all this represents so many different phases of the broader movement to make teaching a profession. THE SCHOOL JOURNAL invites pointed discussions of the various aspects of these topics.

Whenever teachers organize to obtain far more adequate remuneration the need of an abundance of effective arguments is keenly felt as the campaign proceeds. Defeat is invariably due to insufficient preparation for convincing taxpayers of the justice of the cause. Teachers cannot afford to disregard the plans which were used with success in other places. Experience is the most effective argument. THE SCHOOL JOURNAL endeavors to make the experience of successful teachers available to all, in this matter as well as in other things.

The tenth annual conference of Eastern Public Education Associations will be held in Providence, R. I., May 8, 9, and 10, 1907, under the auspices of the Providence Public Education Association. The subject chosen for consideration by the conference is "The Relation of Our Present Public School System to Industrial Efficiency." Well known educational authorities will present the subject in its different phases, and men of practical business experience will take part in the discussions.

The National Society for the Promotion of Industrial Education will be represented by its president, Dr. Henry S. Pritchett, or one of its Board of Managers, who will speak on "The Meaning of Industrial Training in American Education." Miss Julia Richman, District Superintendent of Schools, New York City, will take as her topic, "What is the Obligation of the School to the Child Wage-Earner?" Dr. Kenyon L. Butterfield, president of the Massachusetts Agricultural College, Amherst, Mass., will speak of the "Rural School and the Farm

Community," and will discuss in this connection the relation of the rural school to vocation. Mr. Bolton Hall, of New York City, who has done so much to promote the "Vacant Lot Gardening" and who has recently written "Three Acres and Liberty," will speak of "Intensive Agriculture as an Educational Industry."

The names of other speakers will be given in the program of the conference, which will be ready for distribution by the last of April, and may be obtained of the secretary of the conference, Mrs. William E. D. Scott, Public Education Association, 105 East Twenty-second Street, New York City.

Dr. Albert Leonard will return to the school field after several years of editorial work in the educational department of Houghton, Mifflin & Company. When I first became acquainted with him he was principal of the high school at Binghamton and later, if I mistake not, superintendent of the city schools. From there he advanced to the professorship of education in Syracuse University, and thence to the presidency of the State normal schools of Michigan. His interest in educational work prompted him, while at Syracuse, to start the quarterly *Journal of Pedagogy*, and later persuaded him to accept the very flattering offer of the famous Boston publishing house with which he is at present identified. And now he will be superintendent at New Rochelle, a most delightful suburb of New York City.

Mr. Young, who has been at the head of the schools of this community for many years, will retire to a farm which he has developed and stocked, and supplied with everything that will help him to enjoy his well-earned rest. The best wishes of the citizens and teachers of New Rochelle will go with him.

Another man who will leave editorial work in the near future to return to his first love is Dr. George Herbert Locke. He will go to Canada to be professor of education in Macdonald College, an institution that is rendering magnificent service to the Dominion. Dr. Locke received his education in Canada and was for a time a member of the faculty of the University of Chicago. He succeeded Dr. Charles Herbert Thurber who with President Schurman, of Cornell, founded *The School Review*, in the editorship of that journal. From Chicago University he went to Boston and became associated with Dr. Thurber in the editorial department of Ginn & Company. He is a scholarly and vigorous thinker, and his specialization in pedagogy has equipped him splendidly for his new field of labor.

The touring committee of the American Gold Cup tour abroad has issued entry blanks, rules, and an invitation for those interested to take part in the four-thousand-mile regularity run through France, Spain, Italy, Austria-Hungary, Germany, Belgium and England. The start will be made about June 20.

Educational Meetings.

April 25, 26, 27—The Georgia Educational Association, Macon.

April 27—Classical and High School Teachers' Association Latin School, Cambridge, Mass.

May 1, 2, 3—International Kindergarten Union Convention, New York.

May 2-4—Mississippi State Teachers' Association, Gulfport.

May 7-10—Joint Convention of Eastern Art Association, Eastern Manual Training Association, Western Drawing and Manual Training Association, Cleveland, Ohio.

May 10—Eastern Connecticut Teachers' Association, Norwich, Conn.

June 18, 19, 20—Kentucky Educational Association, Winchester.

June 24-26—South Carolina State Teachers' Association, Chick Springs.

July 1-3—Oregon State Teachers' Association, Western Division, Salem. Miss Aphia L. Dimick, president.

July 1, 2, 3—American Institution of Instruction, Montreal.

July 2, 3, 4—Pennsylvania State Educational Association, Greensburg. Supt. R. B. Teitrick, president, Brookville, Pa.

July 9-12—National Educational Association, Los Angeles, Cal.

October 17-19—Vermont State Teachers' Association, Burlington, Vt.

October 17-19—Northwestern Iowa Teachers' Association Cedar Rapids, Iowa.

December 31-January 1, 2, 3, '08—Colorado State Teachers' Association.

Summer Schools.

April 1-June 22—Spring Quarter, Chicago Institute of Social Science. Address Chicago Commons, 180 Grand Avenue, Chicago.

April 22-June 14—Spring term, Wayne Normal School, Wayne, Neb. Address J. M. Pile, president, Wayne, Neb.

May 14-August 6—Summer School, Valparaiso University, Valparaiso, Ind. Address H. B. Brown, president.

May 21-July 18—Summer School, Ohio Northern University, Ada, Ohio. Address A. E. Smith, D.D., Ph. D., president, Ada, O.

June and July—Summer Courses, Massachusetts Institute of Technology. Address Secretary of the Institute for dates and particulars of courses.

June 3-28—Summer School, Virginia Normal and Industrial Institute, Petersburg Va. Address C. J. Daniel, secretary, Petersburg, Va.

June 3-September 28—Summer Session, New York School of Industrial Art. Address 343 West Forty-seventh Street, New York City.

June 10-July 19—Summer School, State College of Kentucky, Lexington, Ky. Address J. K. Patterson, Ph.D., LL.D., F. S. A., Lexington, Ky.

June 11-July 9—Summer School, Mississippi Industrial Institute and College, Columbus Miss. Address A. A. Kincannon, Columbus, Miss.

June 11-August 2—Summer School, Western Normal College, Shenandoah, Iowa. Address J. M. Hussey, president, Shenandoah, Iowa.

June 12-July 23—Summer School, University of Alabama, University, Ala. Address J. W. Abercrombie, president, University, Ala.

June 12-August 7—Summer Session, Peabody College for Teachers, University of Nashville, Nashville, Tenn. Address J. M. Bass, secretary, Nashville, Tenn.

June 15-August 31—Summer Quarter, University of Chicago, Chicago, Ill. Address University of Chicago.

June 15-July 27—Summer Term, Iowa State Normal School, Cedar Falls, Iowa. Address H. H. Seerley, president, Cedar Falls, Iowa.

June 17-August 9—Summer Term, Wayne Normal School, Wayne, Neb. Address J. M. Pile, president, Wayne, Neb.

June 17-August 3—Summer School, Drake University, Des Moines, Iowa. Address W. F. Ban, Dean of Normal School.

June 17-July 27—Summer Session, State University of Iowa, Iowa City, Ia. Address G. E. MacLean, president.

June 17-August 19—Special Summer Term, Ohio Northern University, Ada, Ohio. Address A. E. Smith, D.D., Ph.D., resident, Ada, Ohio.

June 17-August 12—Summer Session York College, York, Neb. Address W. E. Schell, president York, Neb.

June 17-July 27—Summer Term, University of North Carolina, Chapel Hill, N. C. Address F. P. Venable, president, Chapel Hill, N. C.

June 17-July 27—Summer School, University of Colorado, Boulder, Colorado. Address secretary.

June 18-August 13—Summer School, Highland Park College, Des Moines, Iowa. Address O. H. Longwell, president.

June 18-August 4—Summer School, Lincoln Institute, Lincoln City, Mo. Address B. F. Allen, president Lincoln City, Mo.

June 19-July 31—Summer School, University of Virginia, Charlottesville, Va. Address Secretary, Charlottesville, Va.

June 20-August 28—European Summer School. Address Bureau of University Travel, Trinity Place, Boston, Mass.

June 24-August 2—Summer Term, Western State Normal School, Kalamazoo, Mich. Address D. B. Waldo, principal.

June 24-August 3—Summer School, West Virginia University, Morgantown, W. Va. Address Waitman Barbe.

June 24-August 2—Summer School, Denver Normal and Preparatory School, Denver, Col.

June 24-August 2—Summer Session, University of Michigan, Ann Arbor, Mich. Address J. R. Effinger.

June 24-August 2—Summer School, Ohio University, Athens, Ohio. Address H. G. Williams, dean of Normal College.

June 25-August 2—Summer Session, State Normal School, San Jose, Cal. Address M. E. Dailey, president.

July 1-October 31—Summer Courses for Foreign Students, University of Dijon, Dijon, France. Address Ch. Lambert, 10 Rue Berbisey, Dijon.

July 1-August 23—Summer Session, Fisk University, Nashville, Tenn. Address B. R. Parmenter, principal of Summer Session.

July 1-August 3—Summer Term, University of Maine, Orono, Maine. Address J. S. Stevens, dean.

July 1-19—Summer School, New York University, New York City. Address J. E. Lough, Ph.D., Director of Summer School, Washington Square, New York City.

July 1-26—Summer Session, Interstate Normal, Norfolk, Va. Address R. A. Dobie, 25 William Street, Norfolk, Va.

July 1-August 2—Summer School, University of Georgia, Athens, Ga. Address David C. Barrow chancellor.

July 1-August 9—Summer Session, Oshkosh State Normal School, Oshkosh, Wis. Address B. Mack Dresden, 229 New York Avenue, Oshkosh, Wis.

July 1-August 3—Summer School of Manual Training and Domestic Economy, Bradley Polytechnic Institute, Peoria, Ill. Address T. C. Burgess.

July 1-August 9—Summer School at University Heights New York University, New York City. Address secretary.

July 2-August 9—Summer Courses, Harvard University, Cambridge, Mass. Address Secretary of the Faculty, 20 University Hall, Cambridge, Mass.

July 3-27—Summer School, Connecticut Agricultural College, Storrs, Conn. Address R. W. Stimson, president.

July 4-August 14—Summer Session, Cornell University, Ithaca, N. Y. Address D. F. Hoy, registrar.

July 5-August 16—Summer School, Yale University, New Haven, Conn. Address Director of Summer School, 135 Elm Street, New Haven.

July 5-August 16—Summer School, Syracuse University, Syracuse, N. Y. Address C. W. Hargitt.

July 7-August 17—Summer School, Chautauqua Institute, Chautauqua, N. Y.

July 8-August 19—Summer School, Whitewater Normal School, Whitewater, Wis. Address A. A. Upham.

July 8-August 17—Summer School, University of Pennsylvania, Philadelphia, Pa. Address Dr. A. H. Quinn.

July 9-August 17—The summer session of the Columbia University will be held in New York City. For particulars address the secretary, Columbia University, New York, N. Y.

July 15-August 24—Summer School, New Jersey Training School for Feeble-Minded Girls and Boys, Vineland, N. J. Address secretary.

August 5-24, and September 2-21—Cours de Vacances de Lycée de Jeunes Filles de Versailles, Versailles, France.

Salt rheum, eczema, with its itching and burning, is cured by Hood's Sarsaparilla. So are all other blood diseases.

Chronology of Invention.

Barometers were first made by Torricelli in 1643.
 Bombshells were first made in Holland, in 1495.
 The first almanac was printed in Hungary in 1470.
 Iron pavements were first laid in London in 1817.
 Buckles were first made in 1680.
 Brandy was first made in France, in 1310.
 Roller skates were invented by Plympton in 1863.
 The first American paper money was made in 1740.
 Covered carriages were first used in England in 1580.
 Alcohol was discovered in the thirteenth century.
 Stem-winding watches were the invention of Noel, in 1851.
 The first iron wire was drawn at Nuremburg in 1351.
 The torpedo was first made in 1777.
 The first plaster cast was made by Verocchio in 1470.
 Advertisements first appeared in newspapers in 1652.
 The first horse railroad was built in 1826.
 The folding envelope was first used in 1839.
 Coal-oil was first used as an illuminant in 1826.
 The velocipede was invented by Drais in 1817.
 Steel needles were first made in England in 1545.
 Shorthand writing was the invention of Pitman in 1837.
 Billiards were invented in France in 1471.
 The first pipe organ was made by Archimedes in 220 B. C.
 The first dictionary was made by the Chinese scholars in 1109 B. C.
 The first pair of spectacles was made by an Italian in 1299.
 The dinner fork was introduced into Italy in 1491 and into England in 1608.
 The game of backgammon was invented by a Greek about 1224.
 Glass mirrors were known in A. D. 23, but the art of making them was lost and not recovered until 1300 in Venice.

Tributes to T. B. Aldrich.

Many tributes to the memory of Thomas Bailey Aldrich have been received by his family from well known writers.

His son, Talbot B. Aldrich, said:

"My father died a poet. Only a little while before the end he said, 'I regard death as nothing but the passing of the shadow on the flower.' His last words as he passed away, holding our hands, were: 'In spite of all, I am going to sleep; put out the lights.'"

William Dean Howells, in a letter, wrote the following: "We who knew him have lost a friend such as the whole world cannot replace."

Robert Grant wrote: "His service to literature is secure. . . . But I grieve that his delightful personality has passed away."

Edmund Clarence Stedman: "I can give you no consolation except my profound share in this sorrow. He was my brother, so bright, so dear and still so young. His beautiful work and fame remain for us."

Whitelaw Reid: "My loving sympathy in your great loss. We are mourning deeply with you."

William Winter: "Deep and affectionate sympathy with you in your great affliction. God give you strength to bear your sorrow. Your husband and I had been Tom and Will to each other for fifty-two years. He was one of the finest poetic spirits that I ever have known. I cannot think of him as dead. The world is growing very lonely. The loss to our literature is unspeakable, but the renown of Aldrich is sure."

Self-Government in Women's Schools.

An organization has been recently formed which has for its object the promotion of the idea of student self-government in the women's colleges of the Eastern States.

Representatives from Barnard, Brown, Bryn Mawr, Wellesley, Vassar, Mount Holyoke, Simmons, Women's College of Baltimore, Swarthmore, Cornell, Wilson, Wells, and Randolph and Macon, met at Baltimore, and after discussion decided that self-government was practical and desirable. Another point touched upon was the introduction of the honor system in examinations and it is hoped that it will be instituted at various colleges belonging to the Association.

Surely if education has a meaning beyond the mere acquisition of knowledge, by the time a woman has advanced to a point where she may profitably enter an institution for higher education she should be able to pass from the "Thou Shalt not" of another to her own "I will not."

The World's Great Canals.

There are nine great ship canals in the world and all of these have been built within the last seventy-five years. They are the Suez Canal, the Cronstadt and St. Petersburg Canal, the Corinth Canal, the Manchester Ship Canal, the Kaiser Wilhelm, the Elbe and Trave, the Welland, and the two canals connecting Lake Superior and Lake Huron, between Canada and this country.

In a single year a greater number of ships pass thru the lake canals of the North than thru the Suez Canal, tho there is no doubt that the latter is by far the most important water link in the world. It is the longest, being ninety miles from entrance to exit, and it cost more than \$100,000,000 to build. About four thousand ships pass thru the Suez Canal annually. It takes eighteen hours for a vessel to go the entire length of the canal. There are no locks and a part of the route, about two-thirds of it, is made up of a series of shallow lakes.

The Cronstadt and St. Petersburg Canal is altogether about sixteen miles, including the bay channel. It is an important commercial waterway and connects the capital of Russia with the Bay of Cronstadt.

After the construction of the Corinth Canal, which is only four miles long, a saving of 175 miles was made by ships sailing from Adriatic ports. A part of this canal was cut thru solid rock, and, short as it is, it took nine years to build.

A direct route from Manchester, England, to the Atlantic Ocean, was obtained by the digging of the Manchester Canal. From Manchester ships now go thru the artificial waterway to the Mersey River and from there to the open sea. This canal is fitted with hydraulic locks.

For the express use and convenience of military and naval forces the Kaiser Wilhelm Canal was begun in 1887, and completed less than ten years later. Since it has been opened it has been found of great value to mercantile traffic. The canal is sixty-one miles long and extends from Kiel, on the Baltic, to the North Sea. The Elbe and Trave Canal is another important connecting link between the Baltic and North seas.

In our own country are three great canals, all of them links between the Great Lakes. The Welland connects Lake Ontario and Lake Erie on the Canadian side of the river. It is twenty-seven miles long and has twenty-five sets of locks.

The World We Live In.

A weekly department of significant general news notes, conducted by C. S. Griffin, editor of *Our Times*, a model weekly newspaper which is used by many schools for the study of weekly events.

Japan is shortly to hold a national exposition in Tokio. Preparations for it are almost complete. It will probably be opened at about the time when the cherry blossoms begin to bloom. The buildings for the exposition have been erected on the shore of Lake Shinobazu, which is celebrated for its fine aquatic plants and for its white lotus.

The contractors who are building the Carnegie Institute at Pittsburg have nearly used up the supply of Pentelic marble. It is understood that the Greek Government will forbid any more shipments abroad from the famous quarries.

A heavy frost in Norfolk County, Va., on April 2, did a great deal of damage to the growing crops of potatoes, peas, and beans; and also to fruit.

Both branches of the General Assembly of Connecticut have passed a bill making the mountain laurel the official flower of Connecticut. The laurel grows in great abundance in the State.

King Edward has approved the appointment of Sydney Olivier as Governor of Jamaica, to succeed Sir Alexander Swettenham. Mr. Olivier has been the principal clerk in the West African Department of the Foreign Office. He was Colonial Secretary of Jamaica from 1899 to 1904.

The Independent Socialist Congress in session at Lyons, France, on April 1, adopted unanimous resolutions condemning anti-militarism, violent action against capitalists, and general strikes, as being dangerous to the interests of the working people.

Herschell C. Parker, professor of physics at Columbia University, and Walter G. Clark, also of New York, have discovered a new light which they believe to be true, pure, and commercially possible. This new light is exactly that of diffused sunlight. It has none of the common characteristics of the ordinary incandescent light. It shows under the spectrum all the rays of the sun. Therefore the discoverers have named their new light "Helion," after the Greek "helios," meaning Sun.

The Japanese Government has sent out four structural steel experts to make a hasty study of the conditions in the United States, England, and Germany. They have a ten-million dollar appropriation for machinery and steel plant equipment, to place. They arrived in New York on March 24.

Secretary Straus, of the Department of Commerce and Labor, has issued a number of regulations regarding the coming of Japanese and Korean laborers into the United States. He directs that scrupulous care be taken to treat all immigrants with courtesy and discrimination.

About 2,200,200 eggs are coming to Manhattan Island each day. The demand is great enough to take them all.

A treaty between France and Siam was signed on March 24. According to its terms France obtains three rich provinces covering about 12,500 square miles, in return for Port Krait, and various concessions along the frontier.

Mrs. William Ziegler's monthly magazine, published for the blind, made its first appearance on March 6. It is printed in the raised point system. The work was done by sightless printers at the American Printing House of the Blind, in the State Asylum in Louisville, Ky. Ten cents a year is charged for the magazine. Upon the green cover is the title "The Matilda Ziegler Magazine for the Blind." The first number contains letters from President Roosevelt, ex-President Cleveland, and Miss Helen Keller.

The International Aeronautic Federation has decided not to accept the Italian entries for the international balloon race for the James Gordon Bennett Cup. This means, for one thing, that Alfredo Vonwiller, one of the most expert aeronauts in Europe, will not be allowed to compete. The adverse decision is due to the fact that the Italian entries were not received by the committee in charge of the race until nearly a month after the entries had been officially closed.

President Thomas, of Bryn Mawr College, is trying to establish the rule that the girls must have pockets in their gowns. They have to carry keys and a pocket is the only safe place for these.

The Government is having trouble in getting enough capable chemists to serve as inspectors to enforce the pure food law. The Civil Service Commission held examinations in chemistry at various points, on February 5. Although about 1,400 men took the examinations, not enough passed to furnish the desired number of forty inspectors. Out of the 359 New Yorkers who were examined, only three passed.

During the night of April 2, there were severe earthquake shocks thru the island of St. Michael, one of the Azores. The disturbance was severest at Villa Franca where the panic stricken people fled from the town. Villa Franca is the ancient capital of St. Michael's. It has twice been destroyed by volcanic eruptions. In 1522, it was practically swallowed up by an eruption of mud.

The total number of cubic yards of earth removed from the Culebra Cut for the Panama Canal, in March, was 815,270. This is the highest record for any month so far.

Exhibits for Jamestown.

Charles W. Kohlsaas, Commissioner General of the Jamestown Exposition, has returned home after an absence of nine months in Europe. He went there in the interests of the exposition and was received by the rulers of many countries.

He was successful in arousing interest everywhere. Many priceless exhibits, historical and otherwise were promised as a result of his work.

"The Jamestown Exposition," said Mr. Kohlsaas; "is an English as well as an American celebration; for it was the English that first settled in that part of the country. We have obtained a collection of the most priceless treasures in the form of antiquities and relics bearing on that period of the first English settlement in America, at Jamestown, in the year 1607. I should judge that the value of the exhibit of historical objects from England is over \$1,000,000.

Salvador Asks Help.

The Republic of Salvador has appealed to Mexico to step in and stop the war in Central America. Until now Salvador has been the active ally of Honduras. After the defeat of the Honduran-Salvadorean forces by the Nicaraguan army, at Choluteca, President Bonilla, of Honduras, ordered the surrender of Tegucigalpa, the capital of Honduras, to the victorious troops. The city is now in the possession of the Honduran-Nicaraguan Junta.

Another Peary Expedition.

Commander Robert E. Peary has secured the \$200,000 necessary for his proposed expedition to the far north. He expects to start about the last of June. His vessel, the *Roosevelt*, was designed especially for Arctic exploration. She is now being repaired at the shipyards on Shooter's Island.

Commander Peary and his party will steam as far north as they can in the *Roosevelt* next summer. They will then go into winter quarters and make the final dash the following summer. The Commander firmly believes that he will reach the goal this time.

Captain Bartlett will again be in command of the *Roosevelt*. His crew will consist of young Newfoundland fishermen who are members of the Colonial Naval Reserve. These men are of perfect physique and accustomed to the hardships of a cold climate.

Earthquake at Bitlis.

On March 30 *The Christian Herald* received a cablegram from Mr. Peet, the representative of the American Board of Foreign Missions at Constantinople. It announced a severe earthquake at Bitlis, and asked for relief for the many people rendered homeless. The snow at Bitlis was 25 feet deep.

Bitlis is a city of Eastern Turkey. It lies near Lake Van in a deep ravine, surrounded by high peaks. It has a population of 25,000 Kurds, Armenians and Turks. The great depth of snow may have been caused by avalanches following the earthquake.

The Central American War.

According to dispatches received in Washington on April 1, President Bonilla of Honduras was surrounded at Amapala. His surrender was expected at any moment. The American warships stationed on the west side of the Isthmus of Panama have been instructed to proceed at once to Amapala.

Mr. Wood, the American Consul, who lately arrived in Washington from Central America, says that the war on the north coast of Honduras was conducted with great fairness. The property of all foreigners was respected. When the Nicaraguans landed their large forces, their commanding officers paid for the supplies that were needed.

Telegraph Rates Higher.

A new and higher scale of telegraph rates was put into effect by the Western Union Telegraph Company on April 1. It is expected to affect all parts of the United States. The advance will be about 33 per cent. on day messages.

The reason for the change is said to be, that while the cost of keeping up the telegraph service has greatly increased during the last few years, there has been no corresponding increase of business.

Secretary Taft at Panama.

The *Mayflower*, with Secretary Taft and his party on board, arrived at Colon, Isthmus of Panama, on March 31. The party was welcomed by Chief Engineer Stevens, Dr. Gorgas, the Chief Sanitary Officer, and Mr. Bierd, General Manager of the Panama Railroad.

The visitors proceeded at once to Panama. In the afternoon, Secretary Taft inspected the location for the new town of La Boca. The old town will be inundated when the Corozal-Sosa Hill dam is finished.

A number of dinners were arranged in honor of the Secretary.

Oudja Occupied by the French.

The French colors were raised over the Moroccan town of Oudja, on March 30, in the presence of all the troops. The drums and bugles sounded a salute as the flag went up.

Colonel Reidel at once set about organizing the financial affairs of the town, and in having the streets thoroughly cleaned.

Government Needs Islands.

Richard Reid Rogers, general counsel for the Isthmian Canal Commission, is going to investigate the titles to three small rocky islands in Panama Harbor. He will recommend what steps shall be taken for their acquisition by the United States. The Pacific Mail Steamship Company is now making use of one of the islands. The Panama Railroad has also been making use of them.

The islands were transferred to the United States by the Panama Republic. They are held to be part of the Canal Zone. The Isthmian Canal Commission question the title of the Pacific Mail Steamship Company, which is said to date back more than fifty years. There is some doubt as to the original transfer of the property by Spain. The Commission wishes to use one of the islands as a quarantine station, and to have control of them because of their strategic position.

James J. Hill Resigns.

Mr. James J. Hill is the most conspicuous figure in the American railroad world. He has been president of the Great Northern Railroad ever since it was organized in 1889.

On April 2, he resigned from the presidency of the road, and was elected Chairman of the Board of Directors. For the present he will not give up his management of the finances and policy of the Great Northern. His son Louis W. Hill has been elected president of the Great Northern.

At a meeting of the Board of Directors on April 2, it was announced that the company's business had doubled during the last five or six years.

The Great Northern, along with other railroads of the country, has still to face the questions arising from the movement toward the closer control of the railroads by the Government.

General Wood to Replace General Grant.

When Major General Leonard Wood, now in command of the Division of the Philippines, returns to New York in a few months, he will replace Major General Frederick D. Grant as Commander of the Department of the East, with headquarters on Governor's Island.

General Grant will remain in command until General Wood arrives. General Grant is busy at present with his duties at the Jamestown Exposition. He will have command of the troops which will take part in celebrating the tercentenary of the old Virginia settlement.

Notes on Italian Schools.

By FRANK A. MANNY, München.

The visitor to Florence is sure to spend some time at the church of Santa Maria Novella whither he is directed by Ruskin, Grant Allen, Hare, or Baedeker. After he has studied out the church itself and the first and second cloisters with the Spanish chapel, he naturally thinks that he has completed the rounds. If, however, by chance he passes thru a doorway beyond the chapel he finds himself in a large court with frescoed walls and surrounded by buildings whose present use illustrates the way the Italian Government has turned to account the property of the suppressed monasteries. At almost any hour of the day squads of children will be seen in the colonnades, or in the open space, drilling or running or even playing football and a game something like our tennis. One corner of the building is used for physical training—the municipal palæstra. On one side is a boys' elementary school and on another, one for girls. Other sections house the classical school or gymnasium, the technical school, and a military school for the sons of army officers.

One is never more impressed with the personal inheritance of the Florentine than in looking over the names given to their schools: the Dante Gymnasium, the Leonardo da Vinci Technical School, etc. But the same mingling of past and present appears in Italy's educational problems. The latest issues in pedagogy, such as those arising from the suppression of the religious orders, met so inadequately in England centuries back, and from the conflict of Church and State, as one finds it in Quebec or in France. The tension is still evident in religious and secular relations. An instance occurred during our visit to St. Peters at Perugia. We were guided by a most helpful monk of sixty-five or more. He had shown us more than we had hoped to see and as we were about to leave he asked us if we did not wish to see the cloisters. On our assenting, he led us to a door and then said, in Italian, with evident feeling: "This is as far as I can go. The rest is secular." We found that the former quarters of the monks are now used as an agricultural school.

At Assisi there is a similar situation. When shown carving done by the monks in the past, I inquired whether they did any such hand work now. "Oh, no," was the reply, "there are so few of us. Almost all of the rooms have been secularized." A considerable part of the monastery of the church of St. Francis is now used as a school for the orphan sons of Italian teachers.

While no doubt it has been possible for the schools of Italy to develop on some lines because of the use of these old properties, yet in some cases one cannot but feel that this has been an accompanying loss. In some of the Florentine schools the rooms are not well suited to class purposes, and many of them would be difficult to make over into serviceable form. Light conditions are often bad and there are no means of ventilation except by opening the windows. On a winter day, when the temperature outside was in the forties (Fahrenheit), I found boys in unheated rooms with tightly closed windows, drawing their feet up from the cold stone floors. Some of the teachers had little earthen hand stoves—women wore their cloaks and men their overcoats; one man had his hat on. In the girls' rooms there were wooden floors, but there was no heat. Trees are too precious to be cut down and these are shorn of their branches at stated seasons like so many sheep, to furnish materials for thatching and for the little firing that is absolutely necessary.

The Italian constantly affirms that only Americans feel the cold, but I never saw more red and chapped noses and cheeks than in this land, and I heard much coughing and sneezing there. Whenever I went about a building, as a school-house, I would be urged to keep my hat on, and the men I met were in constant fear of catching cold. Great collections of natural history materials were evidently little used during the winter, because of the cold. These old buildings are taken over and used as they are, whether comfortable or not. The same difficulty appears in public offices placed in old palaces. A high official will receive visitors in a great room too large for any convenience, while his secretaries and stenographers may be found in an adjoining hallway several stories high and only a dozen feet or more broad. The telephone and the typewriter are used by the man who still dries his signature with sand, and writes it with a hand-made quill pen.

When the problem has been grappled with, as in a technical school for girls in Venice, the result is a building reasonably well suited to its purposes, properly heated and fairly ventilated. The work in the school showed the effect of these conditions, and there was an air of comfortable activity not found where all of the pupils' attention and energy must be given to keeping from becoming chilled thru. The same is true of other things than buildings. The range from the best to the worst is much greater than we are accustomed to find it. One is glad, however, to find a sincere effort to have as much opportunity as possible for the children of the common people. I found a remarkably democratic spirit in one of the boys' technical schools. There were in it the sons of people of many grades of society, but the spirit appeared to be much more what it should be than is some of our schools. I was surprised to find co-education had been a matter of course for many years in the gymnasium and lyceum in Venice. There were only a dozen girls in the former and three in the latter, but there seemed to be no objection to their presence, in fact, the director seemed to think it strange that any one should question the situation.

Sunday Papers Barred.

No Sunday paper is issued in Canada. Twenty thousand American papers which used to be sold freely in Canada on Sunday are now absolutely barred there, on that day. It is illegal even for express companies to bring these papers into Canada on Sunday. The penalty for violation of the law regarding Sunday newspapers is a fine of \$250 or two months in jail.

A Happy Community.

The school is meant to be a happy community. Whatever social barriers and distinctions the world outside may have put up, here all share equally in privileges and joys. Free text-books and free working material have been provided to equalize as much as possible the opportunities in education. Much more remains to be done in this direction. All differences in advantages must be blotted out, or at least reduced, as much as possible. Every child must be made to feel that he is welcome, and whatever pleasures and benefits the school has to offer are his to partake of in the fullest measure. The brighter and more attractive the rooms and the more cheerful the teacher, the less difficulty there will be to convince a child of this.

Is It Worth While?

By W. H. CONNERS, New Jersey.

Is it worth while to be honest, to be conscientious, to be true? What man has not at one time or another asked himself this important question. I say important, because the way in which each man will answer it, will determine his character, his future, his all.

At no other time in the history of this country has the temptation to consider this question negatively, been more strong, more insidious than at the present. Truly Pope was right when he wrote:

Vice is a monster of so frightful mien,
As, to be hated, needs but to be seen;
But seen too oft, familiar with her face,
We first endure, then pity, then embrace.

The young man sees the bowing and scraping of the masses to the multi-millionaires who have accumulated their great fortunes by directly or indirectly starving and oppressing the poor; he sees the newspapers and magazines teeming with photos, biographies, and eulogies of the man who has "made a million in wheat"; but scarcely sees anything mentioned concerning the effect of the "cornering" of this commodity upon the many poor people to whom it is the "staff of life." He hears men speak with great respect and awe of certain operators who successfully bring about great strikes in the coal fields; but hears very little of the sufferings of the many, many poor who suffer the torments of freezing, because they are unable to purchase this winter necessity at the increased prices. He hears the praises of this or that senator sung like glorious anthems, with very little said concerning how this man was made senator and in whose interests he is working, until an Alfred Henry Lewis, or a Needham "writes him up." He hears his neighbors utter some very common, and albeit some very truthful statements such as, "If you steal \$100 nowadays and get caught, you will get ten years at hard labor; but if you appropriate a million and are caught, you will have only two or three years of more or less pleasant rest." Little however, is said of the keen mental anguish this man has caused his many friends; and worse than this, the added disgrace to the many innocent ones who love him. Very little is even said concerning the man's feelings of his disgrace.

So with these examples, and many more powerful, before him, not only unsought, but like the proverbial honors, thrust upon him; and surrounded by the filth and muck which is being raked from the many and apparently clean paths of life, is it any great wonder that the young man of to-day especially, should ask himself and even his neighbor—Is it worth while to do right?

The young man may have the apparent triumph of graft (I say apparent advisedly, as it is universally believed that good will ultimately triumph), brought into even closer relation to himself and his career, than above mentioned. His employer may be dishonestly careless and successfully so from a financial standpoint, in his business methods. His brother clerk, who has often slighted his work at the expense of some one else, may be promoted over the heads of others who have worked more conscientiously; whereupon there seems little excuse for his not asking the question mentioned.

The writer is familiar, as undoubtedly is the reader, with many instances of the apparent triumph of the unworthy over the worthy; but he has in mind two which are especially worthy of consideration as well as condemnation, because they occurred in a profession noted for being remarkably clean, and because they happened within a few miles and a few months of each other.

In a town which we will call G, the position as superintendent of schools was vacant. About sixty men from different States, many of whom were capable and well-qualified, applied for the position. It may seem strange to relate that the Board of Education, composed mainly of good business men, some of whom worked in New York City, selected a man whom I am told on good authority, was not only unfitted educationally, but whose character was far below the standard set for the average man. Among the applicants were many men whose characters were without blemish, whose ability was unquestioned; yet these men were rejected, and a man who was immoral, dishonest, and unable to pass the lowest examinations after taking the position, was employed. Is it anything unexpected that such of these applicants as have heard of the facts, are apt to consider the question—Is it worth while to serve the public faithfully?

The other instance occurred in a pretty town, suburban to one of our richest small cities, in the same State. The principal of the public school having resigned, three men were recommended to the position. Two of these were of good character, had good professional training, and a successful experience. The third was a man who was able in some ways, but grossly immoral and notoriously dishonest. He had been dismissed from his position as principal of schools in a little town not thirty miles distant from the one he is now in, only two years previous, after cheating his neighbors and friends out of much money by cashing worthless checks; and it has since been ascertained that this was not his first offense, even in the same State. Isn't it strange that this man secured the position: and is it any wonder that the other two young men would feel tempted to consider the question of honesty being worth while?

Some one may now ask: "How did it happen that in both instances an incapable, unworthy man was chosen?" This the writer cannot positively say. It may have been a case of graft, pure and simple (the payment of so much down as I understand is done in some sections); or it may have been that the Boards were deceived by personal appearances. Both men mentioned were large and well-proportioned, suave and well dressed. They were what the boys would designate "big bluffers." Personally, I am inclined to believe the latter theory, but this doesn't excuse the respective Boards from censure. It is a notorious fact that public business (and I am generalizing now) is not so well attended to as is private business; and I am aware that many boards of education and church trustees judge men more by their appearance than by their records. That this is a poor method of selection must be evident to all who have given the matter any consideration. If it were adhered to in business, in social and political life, if men were judged by their clothes, their stature, their gracefulness, their personal beauty, their age, or their manners, there would have been no Grant, no Jackson, no Douglas, no Greeley, no Roosevelt, no Edison, and a host of others of our great men. It is true that these points should receive consideration, but they should not outweigh ability and character.

The question under consideration: Is it worth while to be honest, to be conscientious, to be true? will appeal to each of us at one time or another and with more or less force. Its effects upon us will be largely determined by our mental condition at the time of its presentation. If we are strongly fortified against evil by right thinking and right living, we need have no fear. On the other hand, if we are habituated to evil thinking, even without the weakening influence of evil actions, the struggle

will be of short duration and in favor of a negative answer. If the person is not strongly fortified either one way or the other, the struggle will be long, and may at last be decided either one way or the other by some apparently trifling incident similar to those herein mentioned.

Let us all then be prepared by right living and right thinking, so that when the question presents itself to us, we will answer it without hesitation and in the right way. Let us constantly remember that it is our duty to do right, and that tho the world apparently smiles upon wrong, He who is greater than all the worlds expects us to do right. The fact that the right ultimately triumphs should not be needed as an incentive to right doing, as every one should feel that he should do right because it is right to do so, and for no other reason.

To you, young man, who may consider this question, I would say: Fortify yourself for the encounter by right living and right thinking, and when the question presents itself, give it as little consideration as possible; but be sure that your decision is: that it is *not* worth while to do anything *but* the right.

Dr. Hall on School Administration.

Dr. G. Stanley Hall is one of the strong supporters of the small school board movement.

"The reduction in the size of the board," he said recently, "is called anti-democratic and the idea of many honest, well-meaning citizens is that a large board is more like the old-fashioned town meeting, and that to concentrate so much authority in a very few hands seems at first a risky step.

"The answer to this argument is that if only representative men could discuss and settle all school questions in public, the larger the better, but large boards everywhere break up into small committees. No superintendent or no citizen can attend all these meetings, so they are usually in effect secret. And yet in them all important business is arranged, questions settled, plans matured; all trades and adjustments are predetermined. Hence it is that in the general meetings there is little to do but to take and record votes.

"Thus the large board in its actual operations is anti-democratic and its real operations tend to become of the star chamber order.

Dr. Hall also believes that the superintendent must be given more power in purely educational matters. "The superintendent should be recognized as an expert," says Dr. Hall, "and instead of having all his duties minutely described and defined, he should be free to use all his knowledge and ability for the good of the community. To do this he must first control the removal and appointment of teachers. It is hard for the great public to learn the vast difference between good and poor teachers or to understand how the quality of the teaching corps tends to distinctly deteriorate when this initiative is in the hands of the board.

"Moreover, the superintendents should determine not only the courses of study but the text-books. There are vast differences between the good and the bad ones. Again there is an innate contradiction in giving the superintendent the power to arrange the courses of study and withholding the power of selecting all the text-books.

"As regards the superintendent, he should be selected with great care and should be given a generous term and be free from the duty of educating new members of the board each year, attending committee meetings, sitting on the anxious seat, and feeling himself a servant liable to be discharged with or without cause."

Progress at Wilmington, Delaware.

By Supt. GEO. W. TWITMYER.

[From the annual report, just issued.]

A school system is such a complicated structure, has in it so many interacting elements, many of which tend to the waste of time and the dissipation of energy, has in it so many factors intangible and illusive, eluding clear statement or reduction to percentages, that it is a very difficult matter to make a correct balance sheet at the close of the year. However, it is safe to say that the year was one of quiet progress toward better things in all lines of endeavor.

The effort of our teachers is toward the development of power—power to be and to do something worthy of being and doing. Non-essentials were in a measure eliminated from the several studies in the course, essentials were correlated and coordinated, methods of procedure were modified, simplified, and rationalized in accordance with well established principles of psychology and the laws of human development, so that in our schools, education is becoming a dynamic process instead of the mastery of a static régime. Teachers are making a closer study of bodily, physical, and mental conditions of the children, so that provision may be made for the healthy growth and development of the body, the prime factors of a sound mind. The children are given something to do; their thoughts are associated with their muscles; every idea has a motor aspect; the mind is the middle term between the senses and the muscles, and it functions for the purpose of guiding conduct. In connection with the regular lessons of the school the children are given abundant opportunity for expressional activity in games, in learning about flowers and birds, insects and animals, streams and woods and fields, in the use of the sand table, cardboard construction, weaving, and in handling the saw, the knife, and the hammer.

Larger liberty was given to both teachers and children. School work did not go on perfectly, but sincerity of effort characterized everything that was done. Teachers and children worked together in harmony, and the new spirit which shines in their faces pervades all grades; the new attitude which has been developed promises greater things in the future. That our schools are perfect, or as good as they might be, we do not believe; of this fact no one is more cognizant than those in charge of them, but that they are improving each year and serving better the interests of all classes of children is equally true.

Principals' Conferences.

Our semi-monthly Principals' Conferences were regularly held during the year. When the Conference was organized in 1901 the primary thought was the consideration of present administrative problems and their solution. Thru them we have secured unity of aim and concert of action in all of our schools and many perplexing problems have been solved thru the application of definite fundamental principles; the grounds of certain beliefs have been established or abandoned; convictions have been deepened or converted into positive knowledge and a sense of scientific certainty has been given to much of the work of supervision which hitherto was antiquated, customary, unscientific, or tentative. The work of principals is gradually taking in a much wider scope of activity, and teachers and children are accordingly responding most delightfully to the vitalizing influences of these larger ideals.

In the beginning of the year the principals were given two questions upon which they were to make a report during the year. The questions were:

What, in your opinion, are the principal's highest function, chief duties, peculiar opportunities, and special privileges? How can you best illustrate these several phases of your work in relation to the community, to the school system of the city, to your teachers and pupils?

In the discussion of these questions a very wide range of activity was indicated, covering such topics as: "The qualities and characteristics of the successful principal"; "relation to teachers"; "relation to parents and children"; "the management of teachers' meetings"; "class-room visitation"; "helping the weak sister"; "the true meaning of supervision"; "pedagogic equipoise"; "professional and cultural studies"; "the narrow, petulant, small-visioned principal *versus* the broad, good-humored, large-visioned principal"; "why teachers grow or drift"; "frankness and moral cowardice in dealing with teachers"; "grooves, dry-rot, dead-lines, and fads"; "enthusiasm, common sense, and criticism"; etc., etc.

Out of the various discussions I have made a composite under the title of "The Principal's Function," given herewith, which reveals pretty clearly the attitude of our principals toward their work.

The Principal's Function.

To know the course of study, what it should be and why, and to interpret it to his teachers. The course of study is a mode of thinking intended to develop the life processes of the community.

To know the capacity of the children so that he may assign work in proper proportions. In this lies the principal's opportunity of renewing and keeping renewed in himself a hopeful, undaunted, youthful heart and soul; of believing that all things are possible and that achievement is assured.

To comprehend the capacity of the inexperienced and a sympathy with inexperience; to struggle for betterment with the disheartening conditions of untoward homes.

To practically demonstrate principles and methods; to concrete principles; to keep in view the larger outlook, the fundamental basis, the ultimate goal of all school work.

To gather what is fine and excellent everywhere and to distribute it among his teachers; to make the achievement of the few the possession of the many.

To care for the health of teachers; to care for the manners and morals of the children; to vitalize the work of his teachers.

To be patient, kind, sympathetic with parents, children, and teachers; to be fair-minded and lead the way to better things.

To exemplify in his relations to teachers the spirit, quality, and character he would have them exemplify in their relation to the children.

To guide, restrain and, encourage by quick perception of eye and ear the sympathetic heart and to enter into hearty personal relations with teachers and pupils in all their work.

To know the course and trend of modern educational practice and to stimulate broadness of view and catholicity of spirit among teachers, so that they may become hospitable to all advanced ideas.

To be a concrete example to his teachers of mental sanity, energetic management, dignified personal conduct, and the spirit of patient helpfulness.

To be an exponent of all that is best and most helpful in human life, to the end that his life and service may establish visions and ideals for all with whom he may come in contact.

To be a leader in professional thought and skill for his teachers and to be an executive officer who

worthily and sincerely represents the policy and ideals of the superintendent.

To develop the capacity of teachers and children to do things.

To be a leader educationally, administratively and a great force in inspiring in teachers the sense of achievement and realization of high and noble aims; to be a life force furnishing mental and spiritual food to growing teachers.

To make his school a life-giving force instead of a treadmill, and to keep it in tune and harmony with the great onward progressive spirit of the times.

Proper Punishment.

By Supt. W. J. SHEARER, Elizabeth, N. J.

Displeasure of the teacher is one valuable punishment. Other things being equal, the greater the love between the child and teacher, the greater the effect of the expressed displeasure. Like the teacher, the child cares little for the criticism of enemies, and much for unkind words from those whom he loves. Properly used, the heart of almost every child will respond to love and inwardly resolve to do better.

One of the most effectual kinds of punishment, with most children, is that of depriving them of some privilege. If, in place of some expected pleasure, the child is required to sit down and think over the cause of the loss, he will come to the conclusion that it does not pay to lose a great pleasure for a small one.

The keeping of some record of a child's shortcomings may also be made use of with good effect, with most children. This record may be merely a number of marks made when the child fails to do as he should. When it is found that a number will mean certain punishment, and that by especially praiseworthy conduct some marks may be removed, it is remarkable how great an influence this device will have upon the conduct of even the younger children.

When Corporal Punishments Should be Used.

By this is meant the infliction of bodily pain for the purpose of reform. By some this is classed as a proper form of punishment; by others, as improper. All must agree that it should not be used until after incentives and all other methods of punishments have failed to give the desired results. Its improper use will cause many heartburns; but its proper use may save teachers from deeper anguish when it is too late to save the precious child.

If the teacher is to have any influence in training her pupils in correct morals, she must very carefully guard herself in inflicting corporal punishment.

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By HELEN N. DODD, Glen Ridge, N. J.

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Describe the appearance of the prothallium, and the functions of the two sets of organs it bears on the under surface. Where can we find this green scale or prothallium? What are the fruit dots or sori? Upon what part of the fern leaf or frond do they appear? Are they always arranged in the same manner? Are they found on young or fully developed leaves? What are the sporangia? The spores? What is the thin membrane which covers the regular clusters or sori called? Does the indusium vary in form, and if so what are some of the typical forms? How does this help to distinguish the ferns from one another?

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Are buds ever produced within the circle of growing fronds several years before they develop? What is a peculiar characteristic of the manner in which ferns are coiled in the bud? Do all the divisions of the fern leaf as well as the frond as a whole conform to this spiral arrangement? Does this serve to distinguish them from the leaf buds of flowering plants?

What, in your opinion, are the principal's highest function, chief duties, peculiar opportunities, and special privileges? How can you best illustrate these several phases of your work in relation to the community, to the school system of the city, to your teachers and pupils?

In the discussion of these questions a very wide range of activity was indicated, covering such topics as: "The qualities and characteristics of the successful principal"; "relation to teachers"; "relation to parents and children"; "the management of teachers' meetings"; "class-room visitation"; "helping the weak sister"; "the true meaning of supervision"; "pedagogic equipoise"; "professional and cultural studies"; "the narrow, petulant, small-visioned principal *versus* the broad, good-humored, large-visioned principal"; "why teachers grow or drift"; "frankness and moral cowardice in dealing with teachers"; "grooves, dry-rot, dead-lines, and fads"; "enthusiasm, common sense, and criticism"; etc., etc.

Out of the various discussions I have made a composite under the title of "The Principal's Function," given herewith, which reveals pretty clearly the attitude of our principals toward their work.

The Principal's Function.

To know the course of study, what it should be and why, and to interpret it to his teachers. The course of study is a mode of thinking intended to develop the life processes of the community.

To know the capacity of the children so that he may assign work in proper proportions. In this lies the principal's opportunity of renewing and keeping renewed in himself a hopeful, undaunted, youthful heart and soul; of believing that all things are possible and that achievement is assured.

To comprehend the capacity of the inexperienced and a sympathy with inexperience; to struggle for betterment with the disheartening conditions of untoward homes.

To practically demonstrate principles and methods; to concrete principles; to keep in view the larger outlook, the fundamental basis, the ultimate goal of all school work.

To gather what is fine and excellent everywhere and to distribute it among his teachers; to make the achievement of the few the possession of the many.

To care for the health of teachers; to care for the manners and morals of the children; to vitalize the work of his teachers.

To be patient, kind, sympathetic with parents, children, and teachers; to be fair-minded and lead the way to better things.

To exemplify in his relations to teachers the spirit, quality, and character he would have them exemplify in their relation to the children.

To guide, restrain and, encourage by quick perception of eye and ear the sympathetic heart and to enter into hearty personal relations with teachers and pupils in all their work.

To know the course and trend of modern educational practice and to stimulate broadness of view and catholicity of spirit among teachers, so that they may become hospitable to all advanced ideas.

To be a concrete example to his teachers of mental sanity, energetic management, dignified personal conduct, and the spirit of patient helpfulness.

To be an exponent of all that is best and most helpful in human life, to the end that his life and service may establish visions and ideals for all with whom he may come in contact.

To be a leader in professional thought and skill for his teachers and to be an executive officer who

worthily and sincerely represents the policy and ideals of the superintendent.

To develop the capacity of teachers and children to do things.

To be a leader educationally, administratively and a great force in inspiring in teachers the sense of achievement and realization of high and noble aims; to be a life force furnishing mental and spiritual food to growing teachers.

To make his school a life-giving force instead of a treadmill, and to keep it in tune and harmony with the great onward progressive spirit of the times.

Proper Punishment.

By Supt. W. J. SHEARER, Elizabeth, N. J.

Displeasure of the teacher is one valuable punishment. Other things being equal, the greater the love between the child and teacher, the greater the effect of the expressed displeasure. Like the teacher, the child cares little for the criticism of enemies, and much for unkind words from those whom he loves. Properly used, the heart of almost every child will respond to love and inwardly resolve to do better.

One of the most effectual kinds of punishment, with most children, is that of depriving them of some privilege. If, in place of some expected pleasure, the child is required to sit down and think over the cause of the loss, he will come to the conclusion that it does not pay to lose a great pleasure for a small one.

The keeping of some record of a child's shortcomings may also be made use of with good effect, with most children. This record may be merely a number of marks made when the child fails to do as he should. When it is found that a number will mean certain punishment, and that by especially praiseworthy conduct some marks may be removed, it is remarkable how great an influence this device will have upon the conduct of even the younger children.

When Corporal Punishments Should be Used.

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Have all ferns dissected leaves? Are there climbing ferns? Tree ferns? Ferns which vary so in form as to be star-shaped, grass-like, or even triangular? As some ferns resemble trees and others vines, how then can they be certainly identified as ferns? What is peculiar in the venation of a fern leaf? How does it differ from the veining in the leaves of flowering plants?

The primary characteristics of a fern are, the presence always of a rootstock, the peculiar venation of the leaves, the spiral manner in which these are coiled in the bud, and the fruit clusters found at maturity.

How are fern buds protected from the cold?

How many species of fern are there in the world at present? What place do ferns hold in the plant world as to age? How do they stand in relation to flowering plants? To the lower forms of plant life, such as the Club Mosses, Scouring Rushes, etc.?

Did the ferns and their allies play an important part in the formation of coal beds or measures? How do you know this? Cite some interesting examples.

Are most ferns perennial? Do the individual fronds live for more than a year? Have we evergreen ferns? What are they? See Christmas and Holly ferns; the Polystichums. Are these ferns coarse or delicate? What is the shape of the sori and indusium? Is the indusium attached to the frond by its center or sinus? At what time of year are the new fronds of the Christmas fern produced? Are they in circular clumps with a thick rootstock, or do they belong to the other manner of rootstock growth? What color are the bud scales as the buds uncoil in the spring? Do these scales change in color as the plant matures? Do they remain attached to the rachis and stipe thruout the season? Note especially the ear-like projections on the pinnae or divisions of the frond, as this helps to identify the family. It helps to distinguish it from the common Polypody, also an evergreen fern with which a novice might confuse it.

Observe carefully the general appearance of the Christmas fern, shape of the frond, height, width, etc. What other species besides the Christmas fern belongs to the Polystichums? These ferns are the ones commonly used for house decoration in the winter time.

The Osmundas.

These are among the earliest of our ferns and are also among the largest and most conspicuous. How do the croziers (buds) of the Osmundas look when they first appear above ground in early spring? Are they very woolly? Is the rootstock thick? Are the fronds borne in a circular crown at one end of the rootstock? Do they fruit early?

Upon what kind of ground is the Cinnamon Fern or Osmunda Cinnamomea found? Does any of the woolly covering of the buds remain upon the fronds as they mature? Do the fertile or sterile fronds appear first in this fern? Do the sterile fronds grow very rapidly? Are the fertile and sterile fronds borne in separate circles? Which belong to the outer circle? What curious change of position is effected during the growth of these two circles, and how is it accomplished?

Is more than one crop of ferns produced a year? If this should be injured are there other buds to take its place? Where are they found? What is the appearance of the fertile fronds at maturity? Are they very different from the sterile fronds in the Cinnamon Fern? What gives this fern its name? What color are the fertile fronds in early spring? Do the spores of the Osmundas contain much

chlorophyll? Do they differ from other species in this respect? Do the fertile fronds wither as soon as the spores have been shed? Do the spores germinate quickly? How late do the sterile fronds remain? How long may one of these plants live if the frond-bearing crown at the end of the rootstock is not injured?

The Flowering Fern or Osmunda regalis found in very moist places. What color are the stipes and pinnae as these unfold from the woolly buds? What color are the spore cases and how soon are they visible? What height does this fern reach? Describe the arrangement of the pinnae and pinnules. How do the fertile differ from the sterile fronds in this fern? Upon what part of the fertile fronds are the spores borne? What color is the fruiting portion before the spores ripen? What color does it become? From what circumstances does it derive the name of Flowering Fern? What are some other of its names? What is the derivation of the name Osmunda? How many species are there in this genus? (See especially the Interrupted Fern and its curious manner of bearing fruit.)

This is simply a beginning for the study of the many families of ferns. For the Bracken, and the many superstitions connected with it, the large family of Polypodys, the beautiful wood ferns or Aspidiums, the Spleenworts, and Moonworts, the curious Adder's Tongue and Walking Fern, the Curly Grass, Climbing Fern, and others, the student will have to consult the references for himself.

For instructions as to how to gather and preserve ferns see the little hand book, "The Fern Collector's Guide," by Willard N. Clute.

BOOKS FOR REFERENCE.

- Chapman's "Birds of Eastern North America."
- Chapman's "Bird Life."
- Schuyler Mathews—Bird Book.
- Parkhurst's "The Birds' Calendar."
- Schuyler Mathew's "Wild Flowers."
- Neltje Blanchan's "Wild Flowers."
- Parsons' Wild Flower Book.
- Gray's Botany.
- Coulter's "Plants."
- Willard N. Clute, "The Fern Allies."
- Mabel Osgood Wright "Flowers and Ferns in Their Haunts."
- Willard U. Clute, "Our Ferns in Their Haunts."

Medical Examinations.

[From "The Doctor in the Public School" by John J. Cronin, M. D., in the *American Monthly Review of Reviews* for April.]

We have shown beyond peradventure that physical defects exist in about sixty per cent. of all school children in New York; that in most cases these defects are remediable by proper treatment, and that the early discovery of these defects is the prime factor in the maintenance of the health of the school children and in enabling them to pursue their studies.

We have shown, furthermore, that backward, mentally deficient, and truant children can be vastly improved by the early recognition of physical infirmities which underlie their mental or moral defects, and that by appropriate treatment, if applied early enough, we can save these children from illiteracy, from drudgery in factories at small wages, or from an almost inevitable criminal career.

In view of these facts what can be more important than a systematic individual physical examination of every school child at stated periods, and what can be of more lasting benefit than the early application of the proper treatment in all cases in which physical defects are found?

Public Opinion Concerning Education

As Reflected in the Newspapers.

No Teachers' Trade Union Wanted.

[New York Post.]

The school teachers of France, or rather the big body of radicals among them, have been carrying on an agitation for some time in order to secure the right of organizing themselves into a trade union. No Government, hitherto, has given them the least encouragement in this ambition, but they have continued to indulge in sanguine expectations, owing to the recent development of socialistic influences. The other day an association of Seine school teachers appeared at the Labor Exchange in Paris, intending to install themselves in one of the rooms that had been put at their disposal by the managing committee. The prefect of the Seine gave orders that they should not be admitted. Thereupon they demanded an interview with M. Clemenceau, who left them in no doubt as to his position. The trade union law of 1884, he said, did not apply to school teachers, tho he admitted the legitimacy of certain kinds of formal association among civil servants. The Government, he added, was preparing a bill on the subject. But before allowing the school teachers' delegates to depart, he again declared that it was impossible to permit members of their profession to join a political organization whose object was not only to upset the Government, but to overturn the existing social order. "You will not easily find a Ministry," he said, "which will consent to hand over the Government to a trade union bureaucracy." The whole subject is likely to be threshed out in the Chamber before long.

Men From Small Colleges.

[Guy Morrison Walker, in *Leslie's Weekly*.]

A weekly examination of the membership of a college organization having over 10,000 members, drawn from over sixty colleges and universities, disclosed some striking facts regarding the success attained by men from different colleges, and some limitations upon success peculiar to some professions. A table was prepared showing the total number of members drawn from each college and the number from each college who, according to popular judgment, had achieved success. The list of colleges was then arranged in order according to the number of successful men that each had contributed to the organization, and the first striking thing seen from the list was the fact that the three colleges at the head of the list which had the largest number of successful members were De Pauw University, Ohio, Wesleyan University, and Allegheny College, each of them comparatively small Methodist colleges in the Middle West. The first contributed seventy-one successful members to the organization, the second, fifty-three, and the third forty-four; while their percentages of success were, respectively, seventeen, thirteen, and eleven.

Out of the first dozen on the list ten were small church colleges and only two were State universities, the University of Virginia being fourth on the list, and Indiana University being ninth. Both of these institutions, however, have had, during most of their existence, a comparatively small attendance, and have really been colleges of extremely high rank, instead of universities. The other places were held as follows: Fifth, Washington and Jefferson College; sixth, Bucknell University; seventh, Dickinson College; eighth, Northwestern University; tenth, Wittenberg College; eleventh,

George Washington University, District of Columbia; twelfth Lafayette College.

The first large university in the list was the University of Pennsylvania, in the thirteenth place, which out of a membership of 270, had contributed twenty members, or about seven and one-half per cent., to the list of prominent and successful men. Next to it, in the fourteenth place, was Johns Hopkins University, which, out of a total membership of 133 drawn from a college attendance never more than one-fourth or one-fifth as large as that at the University of Pennsylvania, had contributed the same number to the list of successful members, so that its percentage of success was twice as great.

Why Is It?

[Philadelphia *Telegraph*.]

All over the land the colleges, universities, schools, and various institutions of learning are constantly receiving good gifts of money from the very rich, and we are so accustomed of late years to hearing that So-and-So has given half a million or a million and a half to Such-and-Such College that it no longer rouses great surprise or any other special emotions. We take it quite naturally, as a matter of course, that huge sums fit for a prince's ransom should be given to Harvard, Yale, Princeton, Brown, and all the others—no, not quite all. There is one that does not seem to be "in it" when the millions are being passed around. The University of Pennsylvania does not get any. This week \$625,000 was distributed by the General Education Board from the \$32,000,000 fund given by John D. Rockefeller. Five colleges benefitted by the disbursement, as follows: Yale University, \$300,000; Princeton University, \$200,000; Bowdoin College, Brunswick, Me., \$50,000; Colorado College, Colorado Springs, \$50,000; Millsaps College, Jackson, Miss., \$25,000.

Does any one see the University of Pennsylvania there? If not, why not?

Teachers Underpaid.

So inadequate has been the reward of many whose natural inclinations run to the school-room as a means of earning a livelihood, that they have of late been seeking other avenues of employment, until the fact was fast forcing itself upon thinking people that the schools were no longer getting the best material for instructors. The result was in some States that the standard of school work began to fall. This was particularly noted in Missouri, where Governor Folk made a personal study of the situation, which in his State, involved some other conditions, upon which he commented as follows:

There should be more attention paid to the education of the many, instead of expending nearly all of our energies on the higher education of the few. In many States ten dollars are spent for higher education where one goes to lay the foundation of an education in the common schools. It is like putting a million-dollar dome on a thousand-dollar house. It is well enough for men of wealth to endow great universities to give uncommon education to a few, but it would be better if they would give some of their millions for a common education to the many. The donation of large libraries to cities and towns is a commendable thing, but if the millions these libraries cost were given to the cause of education of the masses thru the common schools, the public benefit would be greater. We need universities, and we need libraries, but these could not cause the neglect of the common school. It is of more consequence that all of the people should have some education than that a few should be very highly educated. Every State needs more common school-houses, better equipments, better paid teachers, and better teachers—no school is better than its teacher.

Education thru Handicraft.*

By Dr. BRUCE R. PAYNE, Professor of Secondary Education, University of Virginia.

One of the largest and most difficult problems facing the Southern educator to-day is how to relate the educational process more closely to the needs of social life. There seems to be an impassable gulf fixed between the life out of school and the life in school. The duties of human life are one thing, and the duties of school life are quite another thing.

The subject matter and the method of school life are too often not the subject matter and method of the busy world outside the school. The valedictorians of our colleges often occupy the dunce stool in after life. Frequently the better educated man is the more utterly helpless and useless to the State and himself. The isolation of the school from the busy activities of the world has ceased to be a joke with us in the South. The popularity of education and the social efficiency of our children are both at stake. No wonder that our school system does not appeal to the good judgment of the skilled business man! No wonder that sensible men believe that many a good workman is destroyed by sending him to school. The demands of society call upon the school for a certain product and the school deliberately sets itself to the manufacture of a different fabric. Such a practice is contrary to the principles upon which the public school in America exists and such a practice must find relief.

The school is an institution established by society for its own welfare. Society is an organic unity made up of individuals upon whose insight, power, and sympathy it depends for its existence, and to whom it looks for its progress. The school is the agency that society has established thru which to transmit to its individual members a knowledge of its own structure and activities, together with an acquaintanceship with its own instrumentalities of communication. Society then, should tell the school what it must teach the child. An opportunity to learn of the activities of society, the structure of society, and the methods of the communication of thought, will, and feeling, must be provided for in the course of study in every school which is to be a social rather than an anti-social institution. If the school exists solely for the child, without relation to social needs, it is an immoral or at least non-moral institution. For education is not a matter between parent and child, or between teacher and child, but a matter between school and society, or between parent and teacher on the one hand and the demands of the ideal State on the other hand. No man liveth to himself alone, no school liveth to itself alone. The source of existence of the school is society. Therefore, what people need in human life must be taught in the public school. What people most need in the activities of social life must be taught most in the school. The school must fit the child for present living by acquainting him with the demands which society makes upon the good citizen.

When, then, should a subject be taught in the schools of Virginia? When some vital need of the people of Virginia is met by it. When society shall be directly helped by the teaching of such a subject. When some child, on account of that subject, will contribute more to the values of the life within his environment. When some child is transformed into a helpful, noble citizen by this study and is

able to support himself and those dependent upon him. When he becomes thereby a producer and not a borrower from humanity. When such a study will teach the youth to forget that society owes him a living, but to feel that he owes it service and help and gratitude. When are we justified in teaching any subject in the public schools of Virginia? When some girl may be able to do more on account of it towards relieving her mother and gladdening the old age of her father. When thereby her hands are co-ordinated with her head and heart so that she can do more for her vicinity than lavish smiles and good wishes upon it. When because of it she can lean in the hour of adversity upon the strength of her own skill. When it will teach her the royalty of service, and more especially the means of serving. When by what she has learned she can save the life of her husband from the desperate assaults of the soggy biscuits of the ignorant cook (if perchance she have one of those luxuries of the twentieth century); and, when such a study may redeem the life of her own child from the effects of ignorance. In brief, any study has a place within us when it will teach our children the methods of work, the necessity of work, and the place of work in our human life. To assent to the doctrine of the dignity of work is one thing, but to know how to work and to know what particular work needs doing is a better thing. We have talked long enough in our schools of the dignity of work; it is high time we were acquainting our children with the real means of becoming dignified by such a performance.

In this controlling principle of social needs, I find the source of the demand for teaching the various forms of hand-work in our public schools, and in fact in all schools. The majority of people in real life are engaged in the activities which require the use of the hands. What a small majority of our citizenship live by the use of their heads alone! Possibly ninety-five per cent. of all people work with their hands. To the average citizen intellectual work is not an end in itself, but merely a means to the end of skilful hand work. What does the plain man care for information except to assist him in doing things which we could not do before? It is only in the school that learning is divorced from doing. School teaching is the only profession in which our theoretical knowledge is not gathered for the sake of application. In human life everywhere men apply their knowledge, but in school the learner is forbidden to do that very thing. The farmer uses his chemistry, the architect acquires theoretic knowledge for the sake of planning residences, the merchant studies prices for the sake of buying and selling; only the schoolboy is called upon to learn things for no use on earth so far as he can see.

The great question asked of every boy and of every girl leaving our schools and knocking at the doors of the various arts and professions is not, What do you know? but What can you do? Whether a banker desires an accountant or the cotton mill man a superintendent, or the railroad magnate a general manager, or the plain man a laborer, every one of them is looking for the man who can do things. Even among the women at their social gatherings, the woman who can do things and can make things, reigns a princess of entertainment. The woman who can devise, who can make, who can arrange the decorations, the daperies, the menus, and the what-nots of a house party is a wonderfully convenient personage. Intellectuality apart from the

* Address before the Conference of Eastern Public Education Associations

ability to perform is worthless. It counts for precious little in the real activities of life whether industrial, commercial, or purely social. People in all departments of real life are busy with their hands bringing things to pass—doing things.

No man who has not learned to co-ordinate hand and eye movement can, without the greatest difficulty, find a place in the struggle for existence or even in the field of social service. One need not wonder at this, if he but remember that actual physical work is at the bottom of the advancement of each generation of successful business men. No nation and no generation of people have attained success who have not come up thru the struggles of physical effort. The one lost man in the crisis of financial reverse is the man who does not know how to do anything with his hands.

Above all people who ought to feel the need of hand and eye training, we Southern people should appreciate it with the greatest keenness. The financial failures, since the war, of the antebellum land-owner, and the rise and present supremacy in the industrial world of the antebellum landless overseer, form a conspicuous but natural illustration of this principle. Few of the soft-handed antebellum land owners, or their relatives, own the old plantations to-day. They went down with the wreck and their estates were purchased by the white overseer who, landless and penniless, and often companionless, had toiled with his hands in former days. The one knew no application for whatever knowledge he had in store, the other possessed that ever valuable relief, the power of adaptation to new circumstances. The one had grown up rich and helpless, the other had been trained in the severe school of practical affairs and could turn his energies and all his resources to productive account in many directions. Look where you will for the man who since the war has become a leader in commercial or industrial life, and nine times out of ten you will find that both he and his ancestors toiled in various forms of hand-work. They knew how to apply their knowledge. They discovered an outlet for their mental genius.

Knowledge apart from the power to use it is worthless. The inevitable question which the American educator is struggling to answer at this time is, whether or not it shall be the duty of the school to teach the use of knowledge as well as its form. The acquirement of knowledge without the power to apply that knowledge is largely worthless. No teacher has taught a subject until he has shown its place in human life. Education is as much the art of using knowledge as it is the art of acquiring it. It is not the man who possesses the vastest amount of information who is the most powerful, but the man who can use it in the greatest number of directions and to the best advantage. Knowledge is not power, but the application of knowledge to productive and worthy ends is power. When may knowledge become power? When can you do something with it. It is not the amount of knowledge you have in your mind that makes you intellectually powerful, it is what you have there that may be useful in bringing things to pass. It is not what you remember that shows the strength of your mind, but that which thru motor activity has worked itself into your nervous tissue, into your every nervous fiber, so that you cannot forget it. It is what you cannot forget and not what you remember that counts. Both the demands of society and the demands of the child's own nature urge the necessity of providing for all mental forms a motor outlet and a physical application in doing.

Again, the nature of the child demands expression thru hand-work. Some nights ago I spoke to a crowded house of teachers and citizens. In con-

trasting the busy activities of life outside the school with the unnatural physical inertia forced upon the child for five long hours each school day, I jocularly asked any adult who would submit to sitting still in one position without the use of his hands for the five hours to raise his hand. There were no hands raised for a second, but thru mistake a pale-faced, tired looking schoolgirl silenced that audience by lifting her hand for one solemn moment. I saw the cramped shoulders, the hollow cheeks, the listless expression. I could readily detect the cowed individuality, the crushed personal initiative, and the youthful spontaneity discouraged and atrophied by disuse. And I see that face now with all its wasted vigor and its hopeless life, ever rising before me in mute appeal. With that face before my eyes, I have sworn to rescue that child. I have prayed to Almighty God for wisdom and for power and for language with which to free the reservoirs of physical activity pent up in the bosom of that child and of every other child in this, our Commonwealth. There has been more cruelty practiced against the dumb and innocent child under the guise of education than the world has yet dreamed of.

The enormous waste of time, which has been covered under the obscure excuse of mental discipline, more and more appalls the student of child nature who discovers the large demand in every child for self-expression in the form of creative and constructive work. Every childish mind is filled with the images, thoughts, and activities that can only be expressed thru the hand. Talk about education thru handicraft! There is no education apart from it.

It is not a question as to whether we shall educate thru hand-work. It is a question as to whether we shall educate at all. It is of the nature of the human mind to express its thoughts most clearly in motor active forms. Yet I find cruel teachers, and more cruel school boards, offering the child only the outlet of empty words. Here in our school-room sits a bundle of suppressed physical activity with not a lick of work to do; forced to sit passively like a pound of absorbent cotton and gulp down the barren words instead of being allowed to work out in constructive forms its own active impulses. Imagine the terrible strain resulting from the imprisonment of spirit, the cramping of individuality, and the suppression of embryothoughts because no avenue of escape has been supplied by our schools. Physical activity is the dominant impulse of childhood.

"The emphasis of our school work must be more and more upon construction and giving out." Every child longs in his school day to live as other people live, to do things as grown people do them. But in the ordinary conception the school is not a place where the child lives at all. It is the prison where he sits still, does nothing, and calls it studying. These motor impulses must be organized and directed by the teacher. The child must be allowed to live in school much as he is required to live out of the school. In fact, the school must become a miniature society before it can train children for participation in social life. In the language of America's most famous educational philosopher, "The school should not be regarded as a preparation for life, it should be regarded as life itself." That the school may be closely related to life outside the school and thus fulfil its supreme function, it must be made a duplicate in miniature of outside life, whose chief characteristic is constructive ability and not passive absorption. Because this association has undertaken the arduous task of enriching school life and directing more surely toward the needs of the life of the larger humanity, I bid it, from the depths of my soul, in behalf of the children of this Commonwealth, a most hearty Godspeed.

The Educational Outlook.

A bill introduced in the Minnesota Legislature provides for a constitutional amendment that would require county superintendents to have certain educational qualifications. It seems desirable that they should have some such qualifications, but that these should be determined by the Legislature as provided in this bill is at least open to question.

A St. Paul paper has made a suggestion that that city join Minneapolis in some agreement with regard to teachers' salaries. Heretofore when the teachers in a certain grade in one of the twin cities have received an increase of pay, teachers of a similar grade in the other city have become restless and dissatisfied. To avoid this a uniform or practically uniform salary schedule is urged.

A committee of the Maine Legislature which is to consider the question of establishing a State Board of Education, and doing away with the office of State superintendent, will hold its first meeting at Waterville on June 27. Educators and all interested will be invited to attend, and present arguments for or against the proposed change.

President Roosevelt received five hundred Canadian teachers at the White House a few days ago. After shaking hands with each of them, he made a brief address. Many teachers from across the border visited different parts of the country during the Easter vacation.

Berlin, N. H., has secured Eber Wells, of Lynn, Mass., to succeed Arthur E. Trubey as head of its Mechanic Arts and Training School.

The Committee on Education of the Connecticut Legislature has acted favorably upon a measure providing that upon a petition of twenty legal voters, the question of free text-books and supplies shall be decided by ballot at the polls.

Westfield, Mass., is to change its high school course from five to four years. Some years ago the grades below the high school were reduced from nine to eight. It has now been suggested that a year be added to the elementary grades, as both an advantage to those who are to enter the high school and those who leave the schools at this point.

Pres. Charles R. Van Hise, of the University of Wisconsin, has appeared before the joint committee of the Legislature opposing the Bancroft resolution. If passed, this would in effect admit all high school graduates to the University without examination. Dr. Van Hise believes that the passage of the resolution would seriously lower the standard of the University.

The Newark, N. J., Board of Education has appointed Mr. A. G. Balcom supervisor of evening schools and lectures. His salary will be \$1,000. The Board, at its recent meeting, defeated the proposition to form a committee on sanitation.

Mind Shrinkage.

Superintendent Greenwood, of Kansas City, Mo., recently addressed the teachers of Dayton, Ohio. After speaking of the importance of harmony in school work, he said:

"Another point is mind shrinkage. I have seen some school and college graduates who were bigger at graduation than at any other time in their lives. Why? Because, after leaving their

alma maters, they have ceased to work; have let up on the strain; have stopped their reading. Perhaps they thought because they were college graduates no more work was needed. Now, to avoid this mind shrinkage, let the fiction and 'light reading' pass. Get a book that will make you think. Read only those books that will make you think."

Teachers Disappointed.

The Nebraska teachers are much disappointed at the mutilation which their bill has undergone in the Legislature. As originally drafted, three provisions were incorporated in the bill, namely, providing for the cancellation of the certificate of a teacher who throws up her contract without reasonable excuse; requiring a contract of a year, and fixing a minimum salary for teachers, gauged by the certificate held.

The minimum salary for any teacher was put at \$30 per month and the teacher who had taught successfully for three years in one school and held a first grade certificate was to be allowed a minimum salary of \$50 per month. In order to get this provision thru, the legislative committee of teachers inserted in the bill the provisions which school directors have long desired, preventing the "jumping" of contracts by teachers. But the House cut out the clause dear to the teachers and passed that desired by the school boards.

State Standard of Efficiency.

The Indiana Legislature has just passed a bill providing for normal instruction in the State. The bill gives the State Board of Education authority to arrange for a regular system of normal school instruction thruout the State, to determine what credit the State Normal School shall give for work in other schools, and "to establish, inspect, pass upon and approve, reject, alter, amend, or enlarge courses of study and teaching in normal schools and departments, it being the purpose and intent of this act that all schools and departments for normal instruction and the training of teachers shall maintain as nearly as possible like standards of excellence and efficiency."

Completion of a two-year course by high school graduates may be made to exempt teachers from examinations for licenses for three years and diplomas shall be issued after teaching successfully two years following graduation. Training schools which accept the supervision of the State Board may style themselves "accredited" schools, but those that do not are forbidden to use that word as part of their name under penalty of a fine of not more than \$500.

Tribute to Miss Dutton.

Dr. A. E. Winship, of Boston at a dinner in Cleveland, not long since, paid a fine tribute to the city's schools. In particular he spoke of the women principals:

"Perhaps nothing that Cleveland has done," said Dr. Winship, "has signified so much as Mr. Rickoff's great departure, when he installed women principals in the schools. For twenty-five years and more there has been one woman principal in Cleveland who has been the only one honored with a membership in the National Council of Education, the only woman principal who has for years held an enviable place in the councils of the National Educational Association—Miss Bettie A. Dutton, for nearly forty years principal of Kentucky school, a school that to-day is aglow with the latest and best of school life."

School Funds Decreased.

The plans of Chicago's Board of Education for supplying adequate school accommodations for the children have met with a setback at the hands of the Council finance committee. The amount asked for was \$23,296,000. This was cut down by the committee to \$17,791,200, and it will be reduced still further. The entire reduction was made in the building fund, which now is about \$4,000,000, whereas the Board had already decided upon buildings which would cost more than \$5,500,000. The Board will have altogether about \$2,000,000 more than last year.

A Chicago paper speaks thus of the course that the Board will be compelled to pursue:

"Almost totally discontinue the purchase of sites, even in the face of the fact that values are rising rapidly.

"Limit its building operations to thirty new buildings of sixteen rooms each furnishing accommodations for only 17,000 pupils.

"Continue the use of portable schools in districts where new pupils are crowded out.

"Keep within a \$500,000 increase in the employment of new teachers for new districts and in paying the advanced salaries of old ones.

"Place economy first and efficiency afterward."

A Higher Tribunal.

The failure of the Board of Education of Cincinnati, O., to recognize, in the salary increase recently voted, the equality of work done by the men and women teachers, has called forth editorial rebuke from one of the local papers:

The women who teach in the schools of Cincinnati are, in every respect, it says, the equals of the men who teach. They render the same quality and quantity of labor; they are equally devoted to their profession; they are equally capable, and they have on their shoulders the burden of support of parents or other relatives equally with the men. Yet in this twentieth century the Board of Education of Cincinnati demands of them the labor of a man while denying to them the compensation of a man. But there is a higher tribunal—sitting at the polls.

The Practical Side.

After speaking of what industrial education has done for France the *Telegram* of Lawrence, Mass., asks:

"What better boom could Lawrence have than an industrial school? Manufacturers would come here because the industrial school would show them that the city was encouraging industrial progress. Now is the opportune time. The State is willing to aid the city to the extent of one-half. What better advertisement could be used than a picture of the industrial school in the midst of the mills? The Board of Trade would immediately have this picture printed on the official envelopes."

No Vacation Schools.

Philadelphia will have no vacation schools this year. This decision has been reached by the Board of Education. The schools cost fifteen cents per pupil per day as compared with a fraction over two cents for the playgrounds, and about seven cents for school gardens. Superintendent Brumbaugh believes that children should not follow out the same lines of work that they have been engaged in during the year; either they should stop altogether or be given something entirely different. To offset this closing of the vacation schools additional playgrounds will be opened.

Size of School Board.

The substitute Providence School Commission Act, which the house committee has recommended to the Rhode Island Legislature for passage has aroused much discussion. Mayor McCarthy believes that to ask seven men to conduct the entire school affairs of the city is unreasonable, that the present arrangement is producing satisfactory results, and that politics might under the other plan enter into the election of members.

Former chairman of the school committee, W. H. Barney, opposes the bill because it makes the mayor *ex officio* a member of the commission, and because it elects the members two at a time instead of one each year and for a term of three instead of five years. Mr. Barney says that what the Educational Association would like to see is a commission of five members each elected for a five-year term. He further points out that in years when an election for mayor occurs, three men, or nearly half the commission, would be chosen at one time, and that the chance for political influence would be great.

Judge Rueckert, chairman of the present school committee, also calls attention to a weak point in the bill, namely, that the superintendent's term of office is but for one year. "He would," says Judge Rueckert, "at all times be at the mercy of the whims and caprices, the political influence of the members of the Board."

On the other hand, President Faunce and Professor MacDonald, of Brown University, are strongly in favor of the bill.

"The present system," says Dr. Faunce, "is antiquated and unequal to cope with the demands of the times. Any man realizes that it is a higher honor and a greater responsibility to serve on a small committee than it is on a large one. If you elect but one man each year, that one man will stand out in the public eye as a conspicuous figure, and only citizens of the highest standing can come before the electors with any hope of success. Only men of character and ability could be elected."

Dr. MacDonald thus sums up the advantages of the proposed law: "There are four things that may be said in summing up the beneficial points of this bill. It provides for a small school board; it provides for a popular vote, whereby the committeeman is to be chosen from the city at large, and not from any particular ward or section; the members are unpaid, and consequently give their best efforts purely from interest in the welfare of the city and its public schools, and it takes the control of the school buildings out of the hands of the committee on city property, and gives it into the hands of the school committee, where, I maintain, it rightfully belongs."

Shorthand Contest.

At Simmons College, Boston, March 30, 1907, under the auspices of the Eastern Commercial Teachers' Association, the first really representative shorthand speed contest took place. Intense interest was evidenced in the outcome, and all the leading systems were represented by their fastest writers. The contest for Eagan International Cup was open to all contestants without restriction. The Miner Gold Medal and Bar was restricted to writers of less than ten years' experience. Both these trophies were won by writers of the Isaac Pitman shorthand, Miss Nellie M. Wood, of Boston, winning the Eagan Cup, and Mr. Sidney H. Godfrey, of London, Eng., winning the Miner Medal.

Industrial School Commission.

The Massachusetts Commission on Industrial Education, reports that six communities have already taken steps to have schools, of the kind recommended by the Commission, established. A general platform has been adopted which it is believed can be adopted to the special needs of different places. The following is taken from this general statement.

In every democratic society, the schools provided by the public should meet the demands of all classes—those who are not going to college as well as those who are. The existing public high schools serve to give the general education to those pupils whose training must cease on graduation, and at the same time they offer preparation for admission to college or some bigger technical institution. The manual training high schools, were intended to originally train recruits for the trades, but they have not done so, and they cannot do so. They are institutions for general education, and like the academic high schools, but unlike them to serve to give a certain class of pupils a general high school education, with the help of manual training, or like them to prepare their pupils for professional training in some college or engineering school.

When the school is fully established the commission believes the four years of instruction might well be divided as follows:

The first two years would cover general shop instruction, at least two hours per day, together with related mathematics, drawing, natural science, and English.

The work of the last two years, which would be gradually completed during a longer period in the evenings, or by part-time pupils who were obliged to go to work at sixteen, should give the shop instruction for particular trades and for each trade represented, the drawing, mathematics, mechanics, physical, or biological science applicable to that trade; the history of that trade; physics treated as concretely as possible; and shop and business English.

The Commissioners state that they believe that the active co-operation of the trade unions may be counted upon as soon as the work gets well under way and its results begin to appear.

Large Appropriations Made.

State Supt. H. C. Gunnels, speaking before the Educational Association in Mobile, Ala., commended highly the liberality of the State legislature. The State University has been given an appropriation of \$500,000 for the next four years; the Alabama Industrial School for white girls has been given an \$11,000 increase for maintenance, and \$50,000 for building and material equipment; four normal schools receive an additional \$5,000 for maintenance; a new normal has been established, and the nine distinct agricultural schools have had their appropriations raised \$2,000 each.

The common schools also were well remembered, and the fund for their maintenance substantially enlarged. An annual appropriation of \$60,000 was also voted to aid in building rural schools.

After a review of this fine record of the Legislature's appropriation of the educational needs of the State, Superintendent Gunnels called the attention to the legislation still waiting enactment that was of the utmost importance.

"A measure which I consider of more importance than appropriations," he said, "or more important than aid to school houses, is a measure which makes it possible for the child in the rural districts to have supervision, competent and intelligent, patriotic and efficient."

International Children's School Farm League.

The friends of the Children's School Farm movement have formed an International Children's School Farm League. "INTERNATIONAL" because of several important developments in foreign countries as well as in all sections of this country.

The Children's School Farm in New York City, founded by Mrs. Henry Parsons, and now conducted under her directorship by Municipal authority, has been so successful, that urgent requests for advice and information in regard to the work have been received in such numbers that Mrs. Parsons cannot adequately respond to them.

It is the purpose of this organization to furnish practical information; also opportunity for mutual help and to carry on the work in directions precluded by the restrictions surrounding City Departments.

The proposed plan is to issue concise information as to how to start and conduct similar work; to whom to apply in each section for proper advice and influence; to establish an exchange of photographs and lantern slides, and to provide for the services of a lecturer and practical adviser.

Under the auspices of such an organization, Children's Gardens can be placed on unimproved property and introduced in connection with institutions for children and convalescents. The boys and men in the Tuberculosis Hospitals frequently say: "Oh! if we had something to fill in the long hours." Wherever this work has been introduced in prisons it has proved most advantageous. Appeals have recently come for the starting of Gardens for feeble-minded children. The International Committee of the Educational Department of the Young Men's Christian Association have asked for literature and photographs that they may, thru their various secretaries, interest boys to do similar work in their leisure hours.

The opportunities for co-operation are innumerable. Florists and private individuals with country places have offered seeds and land. The Agricultural Department at Washington and several Experiment Stations of different States have already promised their aid.

The membership will consist of Active, Honorary, Advisory, and Sustaining Members. All those who desire to have a part in this work are invited to become either Active or Sustaining Members.

Active membership dues, \$1.00; Sustaining membership dues, \$25.00; additional donations gladly received.

Mrs. HENRY PARSONS, *President*.
Miss EMILY LAMB TUCKERMAN, *First Vice-President*.

Mrs. HOWARD VAN SINDEREN, *Second Vice-President and Treasurer*, 14 West Sixteenth Street, New York City.

Miss EMILY B. VAN AMRINGE, *Secretary*.

Physical Instructors Chosen.

The following have been chosen as teachers of physical training in the Philadelphia schools: Philip G. Lewis, Hans Ballen, David W. Besser, Edith S. Paschall, of Willimantic, Conn.; Anna L. Cressman, Mary J. Price, Emma E. Walton, and Jeannet B. Walter. The salary in each case will be \$1,000 a year, dating from September 1 next.

Two more men are to be appointed. Only three of the men having passed the recent examination, another test will be held to make up the number to five, as it is the Board's intention to have five men and five women to teach the subject under supervision of the director of physical instruction, William A. Stecher.

In and About New York City.

National Peace Congress.

On April 14 the National Arbitration and Peace Congress will meet in New York. The following is the program in brief:

Sunday Evening.—Musical Service and Addresses, by Archbishop Farley, Bishop Potter, and Rabbi Hirsch.

Monday Afternoon.—Addresses by Andrew Carnegie, Mayor McClellan, Governor Hughes, Secretary Root.

Monday Evening.—International Views of the Peace Movement. Addresses by Rt. Hon. James Bryce, Baron D'Estournelles de Constant, Baron Descamps, "Maarten Maartens," Hon. Oscar S. Straus, and Miss Jane Addams.

Tuesday Morning.—Women's Relation to the Peace Movement. Addresses by Jan. Addams, Mary E. Woolley, Ellen M. Henrotin, Lucia Ames Mead, Mrs. Frederick Nathan, "Maarten Maartens," and W. T. Stead.

Tuesday Afternoon.—Young People's Meeting. Addresses by Baron D'Estournelles de Constant, Señorita Huidobro, and Sir Robert Cranston.

Tuesday Evening.—University Meeting. Addresses by Charles W. Eliot, Woodrow Wilson, James B. Reynolds, M. Cary Thomas.

Tuesday Evening.—Wage-earners in Relation to the Peace Movement. Addresses by His Excellency, Theodore von Moeller (Minister of State, Germany), Clemment K. Shorter, W. T. Stead, Edwin D. Mead, Mrs. Anna Garlin Spencer, John T. Tobin, President Boot and Shoe Workers' Union, and other representatives of the American Federation of Labor.

Wednesday Afternoon.—Legislative and Judicial Aspects of the Peace Movement. Addresses by Judge George Gray, Hon. Richard Bartholdt, Hon. Samuel W. McCall, and Hon. William Jennings Bryan.

Wednesday Evening.—Public Dinner. Addresses by President Roosevelt, Mr. Samuel Gompers, and others.

All the meetings will be held in Carnegie Hall, with the exception of the Wage-earner's Meeting, Tuesday evening, at Cooper Union, and the public dinner.

Noble Citizenship.

To few teachers is it given to play so prominent a part outside the school-room, in the life of the community, as Dr. George W. Clarke has done. Dr. Clarke will be remembered as one of the founders of the Y. M. C. A., and it was thru his efforts largely that the organization escaped disruption at the time of the Civil War. That Washington Square is to-day unspoiled by the Sixth Avenue elevated road is a monument to his civic pride. It was Dr. Clarke who, in 1872 practically single-handed, stamped the New York convention and nominated General Dix for Governor. The effect of this action upon national politics was immediately felt, and had much to do with the success of Grant's second campaign. In 1880 Dr. Clarke retired from active teaching and devoted his time more fully to the many charitable institutions in which he had long been interested. He is still president of the New York Ophthalmic Hospital, vice-president of the Hahnemann Hospital, vice-president of the Washington Square Home for Friendless Girls, and secretary of the board of trustees of the Flower Medical College and Hospital.

Perhaps, however, he will be longest remembered as the founder and head of the Mount Washington Collegiate Institute. More than 6,000 boys passed under the moulding influence of his teaching. Among them were such men

as Roscoe Conkling, Morris K. Jesup, the Rev. Dr. Arthur T. Pierson, and Julien T. Davies. From time to time the old "boys" have gathered together to do honor to their teacher. April 1 was Dr. Clarke's ninetieth birthday, and the boys celebrated the anniversary by giving him a dinner at the Waldorf. His talk to his old pupils was full of the optimism that has always characterized him; he is as hopeful of the future as ever, and believes that no time was ever so good as the present. We may well join these former pupils in paying honor to a citizenship so broad, so elevating, and so pure. All hail to the teacher and the man!

Trade School Commencement.

On April 3 the twenty-sixth annual commencement of the New York Trade School was held. J. P. Morgan, Jr., of the board of trustees, handed the diplomas to 224 young men who had successfully completed the course. Martin W. Littleton was the principal speaker of the evening. He contrasted the old training for manhood, training in the use of arms, with present instruction in the use of tools and implements of peaceful progress.

Twenty-eight of the graduating class were on the honor roll and four received medals.

Point Promotion.

One of the most important changes in the management of New York's high schools that has been undertaken in recent years is the adoption of the point system for promotion and graduation. The Board of Education has voted to instal the plan suggested by the board of superintendents, the principal features of which are:

(1) Students in the several high schools of the city having the regular four-year course shall be required to present for graduation the satisfactory completion of the work indicated in the course of study and the syllabuses in the following subjects, and shall be given credit for the number of points indicated in the following table upon the satisfactory completion of the required work:

English	Latin, German, or French
I.....10	I.....10
II.....6	II.....10
III.....6	III.....10
IV.....6	— 30
VI.....1	Science—
— 29	I.....10
Mathematics—	Drawing—
I.....10	I.....2
II.....8	II.....2
— 18	— 4
History—	Physical training—
I.....6	I.....2
II.....4	II.....2
III.....8	III.....2
— 18	IV.....2
Music—	— 8
I.....1	
II.....1	
— 2	

The requirement for graduation shall be the satisfactory completion of work aggregating 150 points and the passing of such examinations as shall be set. Elections may be made from the other subjects offered in the program of studies so far as possible in the order prescribed.

(2) In any term a student shall be considered as having satisfactorily completed a subject when he has received a final term mark of sixty per cent. For every ten points obtained with a mark

of eighty per cent. or over the student shall be entitled to one additional point.

(3) Students will be classified according to the number of points obtained, twenty points being regarded as a full term's work. A deficiency of five points may be allowed, provided that such deficiency is removed before another advance in classification is made. Admission to the work in any term in any subject shall depend upon the satisfactory completion of the preceding term's work in that subject.

(4) Not more than six years shall be allowed for completing the work of the course.

To Take Uniform Examinations.

Uniform State examinations will be conducted from June 17 to 21. The New York Board of Superintendents has decided that the pupils of the city high schools shall take these examinations and secure sixty per cent. as a passing mark.

The State Department is using the examinations only for the purpose of finding out where the good and poor teaching is. It rests with the New York City authorities to determine whether or not the students' standing in examinations shall determine promotion and graduation or not.

The principal must exclude from each examination students whom he deems below the standard of proficiency demanded by the examination.

Aid for Unpensioned Teachers.

The teachers of New York have taken steps to organize a permanent relief association to aid the unpensioned retired teachers.

Some three years ago an appeal was made to the teachers in behalf of a destitute teacher. So prompt and generous was the voluntary response that in a few days the sum of nearly \$3,000 was contributed. The committee that was requested to take charge of this money found it sufficient to provide for other cases also, and for the three following years, that fund, subsequently increased by a donation of about \$500 from the former Primary Teachers' Association did much to relieve those who would have been in actual want but for this aid.

It is planned that the annual dues of the new organization will supply sufficient funds to carry on the work. The dues are but fifty cents a year, and it is to be hoped that a large number of teachers will respond. The committee that has the work in charge is composed of the following: Edwin A. Daniels, Jennie Bermingham, Annie E. Cullivan, M. Louise Russell, and Joanna J. Hill, chairman.

The girls of the Early Morning Club of the Washington Irving High School had Mrs. P. J. O'Connell, of the Alliance Employment Bureau, as their guest the other day. Mrs. O'Connell gave some sound common-sense advice to those who intend entering business when they leave school. She urged them to cultivate business habits, and if they undertook the work at all to do it thoroughly.

A mass-meeting was held at Cooper Union on April 4, under the auspices of the Equality League of Self Supporting Women. The teachers were represented by Miss Grace Strachan, district superintendent, and a hearty endorsement of their campaign for "equal pay for equal work" was given.

The Doctors of Pedagogy, of New York University, held a reception and

luncheon at the Murray Hill Hotel on April 6. The speakers included Chancellor MacCracken, Dr. Henry M. Leipziger, Dean Thomas N. Balliet, Miss Harriette M. Mills, Dr. Frank Rollins, and Dr. James Parton Haney.

The Mothers' Club of Public School No. 39, Bronx, recently celebrated its first anniversary. After the election of officers for the year a general survey of the past year's work was taken and future plans were talked over. Musical numbers and recitations were also features of the evening's program. The mothers visited the different classrooms and inspected the pupils' work. The Club feels that already a better understanding between the school and the home has been reached, and has high hopes for the future.

Last week the Ethical Culture School held its annual exhibit. The exhibition differed from those of former years in that less material was shown, the display being restricted to such as was typical or illustrative of attempts to solve special pedagogical problems.

Needs of the Normal College.

Chairman Randolph Guggenheimer, of the high schools committee of the New York Board of Education, has criticized severely the treatment accorded the Normal College. Mr. Guggenheimer is opposed to consolidation with the City College or with the Training School, and to the suggested discontinuance of the Normal's high school department. In a brief presented to the Mayor's commission on the city's higher educational institutions he puts the case of the Normal College very clearly. The substance of part of his brief is here given:

"Let us compare the two institutions. The Normal College, for women, with most of its instructors women, having no representation in its governing body, has been administered for years with a parsimony that has seriously affected its power. Yet, in spite of poverty, of neglect, of abuse from school officials, it has continued to send out year after year a body of young women trained in executive ability, in the power to do—young women who have stood the test in our schools and in the life of our city; it has slowly raised its course from three to seven years, complying with the college requirements of the State Board of Regents, and it has done this in spite of open opposition and hostile criticism from the chief of our public school system."

After contrasting the parsimony exercised in the management of the Normal with the generosity of the city's attitude to the City College, Mr. Guggenheimer continues:

"All that money could give has been theirs, and yet they are not satisfied. They now want a union of the two colleges—to what end? Thus far they have had everything to make a university, the shell is magnificent; but we know that there is no university at 138th Street—there is a very big high school, and there are some college classes, but the university spirit is conspicuous by its absence."

"Why should we hand over our Normal College students to that which is not what it should be at present? Were the C. C. N. Y. a magnificent institution, one in

which the university spirit burned high and clear, I should say by all means let us place the Normal College where it will catch the gleam of this spiritual glow and rise to higher levels. But under present conditions I believe it would be a grievous mistake."

"We are asked to abolish the high school departments of both colleges. Why should we do this? Only four per cent. of the pupils of the other high schools remain to be graduated, while sixty-five per cent. of the pupils of the Normal College high school department not only are graduated, but continue their studies in the college itself."

"That there should be changes in the administration of the Normal College we are all agreed; that we should choose the best and strongest man we can find for the president, and that he should have the fullest power to carry out his ideas for the reorganization of the work—but that the Normal College has anything to gain by consolidation with the College of the City of New York has yet to be proved. As for consolidating the Normal College with the Training School—that would be disastrous to both institutions."

Another Salary Bill.

Assemblyman Francis has added another teachers' salary bill to those now being considered by the New York Legislature. The bill would increase the salaries of both men and women. The men who have opposed the equal pay principle are supporting this measure. To secure the aid of the women teachers, the largest number of whom are in the lower grades, the proposed increase for women in this part of the system is nearly twice that proposed for the men.

A summary of the increase in maximum salaries shows:

Principals, both men and women, \$1,000.

Heads of departments—Men, \$480; women, \$392.

Graduating class teachers—Men, \$240; women, \$408.

Teachers in grades of the seventh year and the first half of the eighth year—Men, \$280; women, \$384.

Teachers in the grades of the first six years—Men, \$280; women, \$464.

This makes the minimum for women from \$600 to \$840 and the annual increase from \$40 to \$72. The minimum for men is increased from \$900 to \$1,000, and the annual increment from \$105 to \$120.

The new schedule would go into effect immediately and provision is made for the Board of Estimate to issue revenue to cover the city's increased salary expense. The supporters of the measure claim in its favor that it would entail less expense to the city than either the McCarren or the committee's bill.

Eyeglasses.

The report of the elementary schools committee favoring an appropriation of \$30,000 for the purpose of supplying eyeglasses to children with defective vision, aroused a protracted and spirited debate in the Board of Education at its meeting of March 27. In support of its recommendation the committee stated that, "it is estimated by Dr. Cronin, head of the staff of medical school inspectors of the Department of Health, that there are at present 36,000 children in the public schools who are suffering from defective vision to such an extent as seriously to retard both physical and intellectual development. It seems reasonable that the Board of Education should provide eyeglasses for these children in all cases where the parents do not provide the necessary appliances. The argument in favor of providing eyeglasses for these pupils, at least for those whose parents do not provide them, seems to be conclusive."

The main arguments of the defense, which was led by Chairman Barrett, of the supplies committee, may be summed up in the word paternalism. It was urged that many children were much in need of shoes and clothing to comply with the compulsory education law, and that to supply these would be as justifiable as to furnish eyeglasses.

The committee estimated that after the first year, when centers for examination of the pupils had been established and when the majority of those needing glasses had been supplied, the annual cost would not exceed \$5,000.

The committee's report will be printed and distributed to the commissioners for further consideration before a final decision is reached.

Registry of Children.

A letter has been sent to the New York Board of Education by representatives of various charitable and educational organizations. It offers suggestions as to the use to which the information obtained by the recent school census might be put.

"First—That the census be made a basis for a permanent scheme of registration of children between the ages of four and sixteen, such a system to include a card index maintained at one or more central bureaus, as is already done in several cities."

"Second—That since there seems to be a difference of opinion as to the most efficient methods of registration a statistical expert be detailed by the Board of Education to examine the present census, and, in consultation with Superintendent Maxwell, Associate Superintendent Shallow, and others within and without the school system who are conversant with practical methods of enumeration, to formulate a scheme of registration which shall be especially adapted to the needs of New York."

For Simplified Spelling Board.

A gathering of scholars and philologists from the three great English speaking countries was held on April 3 and 4 in the Waldorf-Astoria Hotel, New York, when the Simplified Spelling Board met for the first annual meeting of all its members. Already twenty-five of the forty members have signified their intention of coming, and as expected England was represented by William Archer, who came from London to attend the session. Canada sent two delegates, and the western part of this country was also strongly represented; three members, among them President David Starr Jordan, having said that they would come all the way from California to take part in the discussions.

The meeting consisted of sessions covering two days, and a dinner at which Mr. Andrew Carnegie presided. Among others who were present was James W. Bright, Professor of English Philology in Johns Hopkins University, who is the latest member to be elected to the Board.

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July 8—August 17, 1907

Cincinnati Salaries.

Schedule adopted by Board of Education on March 18, 1907.

1. ELEMENTARY TEACHERS.

(Grades 1 to 8, English and German.)
Minimum, \$600, annual increase \$50, maximum, \$1,000.

2. SPECIAL TEACHERS IN ELEMENTARY SCHOOLS.

Drawing, Penmanship, Domestic Science, Oral, and Blind.—Minimum, \$650, annual increase \$50, maximum \$1,050.

Manual Training, Shop-Work.—Minimum, \$900, annual increase \$100, maximum \$1,500.

Physical Training.—Minimum \$900, annual increase, \$100, maximum \$1,500 (Male); minimum \$650, annual increase \$50, maximum \$1,050 (Female).

Kindergarten Directors.—Minimum \$500, annual increase \$50, maximum \$750.

Kindergarten Assistants.—\$30 per month, Cadets \$10 per month.

3. SUPERVISORS OF SPECIAL BRANCHES.

Drawing, Physical Training, Penmanship.—Minimum, \$2,000, annual increase \$100, maximum \$2,400.

German.—Minimum \$2,100, annual increase \$100, maximum \$2,500.

Music.—Minimum \$2,100, annual increase \$100, maximum \$2,400.

Manual Training.—Minimum \$1,900, annual increase \$100, maximum \$2,400.

Domestic Science.—Minimum \$1,500, annual increase \$100, maximum \$1,800.

Kindergarten.—Minimum \$1,500, annual increase \$100, maximum \$1,800.

4. PRINCIPALS.

(Schools classified by number of pupils belonging.)

Schools over 600.—Minimum \$1,900, annual increase \$100, maximum \$2,400.

Schools 400-600.—Minimum \$1,600, annual increase \$100, maximum \$1,900.

Schools 250-400.—Minimum \$1,500, annual increase \$100, maximum \$1,700.

Schools under 250.—Minimum \$1,200, annual increase \$100, maximum \$1,500.

5. FIRST ASSISTANTS IN SCHOOLS OVER SIX HUNDRED.

In schools with higher grades.—Minimum \$1,200, annual increase \$100, maximum \$1,600.

In Primary Schools.—Minimum \$1,000, annual increase \$100, maximum \$1,200.

German Supervising Assistants.—Minimum \$1,200, annual increase \$100, maximum \$1,600.

ELEMENTARY TEACHERS.

1. All elementary teachers now employed get increase at annual rate of \$50, September 1, 1907, and after January 1,

1908, get such an increase as will make their salary rate from January to June, 1908, \$100 more than it was in June, 1907. They shall also get the annual increase in September, 1908, and annually thereafter to \$950.

2. The minimum salary of \$600 for elementary teachers is to apply only to College Graduates with pedagogical training. All College Graduates now employed who are receiving less than \$600 are to be raised to \$600 in September, 1907; but in the future in listing candidates for appointment, only those College Graduates with full pedagogical training, or two years experience in teaching, are to be placed on the list first (\$600 minimum salary). This training shall consist of at least 12 University credits the first year thereafter, 24 the second, and 30 credits the third year and thereafter. For those not College Graduates with pedagogical training (candidates on the second list), the minimum salary is to remain \$450, and the annual increase \$50 to the same maximum as other teachers, but no such are to be appointed unless the first list is exhausted. For German candidates graduation from the National German-American Teachers' Seminary is accepted.

3. The last \$50 increase (\$950 to \$1,000) shall be contingent upon satisfactory teaching and professional study. To receive the last increase a teacher must have at least 8 credits, as explained in Rules, p. 55. To continue to the salary of \$1,000, the teacher must do satisfactory work and a reasonable amount of professional study, not to exceed one course every other year, either a University Extension Course, or other course approved in advance by the Superintendent.

SPECIAL TEACHERS.

1. For special teachers the application of the increase of salaries in September, 1907, and January, 1908, and thereafter, shall be the same as for elementary teachers now teaching at the same salaries.

2. The salaries of special teachers shall apply only to graduates of special schools for training teachers in the special subject, or the equivalent, otherwise, instead of the minimum salary of \$650 in the schedule, the minimum is \$500, and in Manual and Physical Training, the minimum will be \$800, annual increase \$100, maximum \$1,200.

SUPERVISORS.

The minimum salary shall be paid from September, 1907, to January 1, 1908, after which the salary shall be increased at the rate of \$100 to June, and the next annual increase in September, 1908, and annually thereafter until the maximum is reached.

PRINCIPALS.

1. The increase of principals' salaries shall not take effect until January, 1908, except so far as they would be entitled to it under the old schedule. They shall then receive an increase over the regular salary preceding that date, at the rate of \$100 per annum, and in September, 1908, the next increase, and annually thereafter until the maximum is reached.

2. Any principal, who, in addition to the duties as principal, is required to teach a class not less than half time, shall receive at the annual rate of \$100 additional to the regular salary. This shall be operative in September, 1907.

FIRST ASSISTANTS AND GERMAN SUPERVISING ASSISTANTS.

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Arithmetical History.

A teacher was instructing a class of young pupils in history, says a writer in the Philadelphia Bulletin. She asked one of them how many wars England fought with Spain.

"Six," the little girl answered.

"Six," repeated the teacher. "Enumerate them, please."

"One, two, three, four, five, six," said the little girl cheerfully and confidently.

—*Youth's Companion.*

Presence of Mind.

A negro minister from Georgia, who was visiting friends in New York City, went one Sunday to the Cathedral on Fifth Avenue.

He was very much impressed by the service, especially by the choir-boys in the processional and recessional. When he returned to the South he resolved to introduce the same thing into his church; so he collected fifteen or twenty little darkies and drilled them until he had them well trained.

One Sunday the congregation were greatly surprised to see the choir-boys marching in, singing the processional. The minister noticed that something was wrong; the boy in front was not carrying anything. He leaned over the pulpit, and in order to avoid attracting attention, he chanted in tune to the song they were singing.

"What—have you done—with the incense-pot?"

The little darky, with great presence of mind chanted back,

"I—left it in—the aisle—it was too—damn hot."—*Harper's Weekly.*

People Fool Themselves.

A great many people fool themselves in the course of their lives. They think they can go on working incessantly with hand and brain and not come to the need of medicine.

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And then many of them fool themselves again by accepting a substitute for Hood's Sarsaparilla, which is by far the best medicine we know of for restoring health and strength and building up the whole system.

It Broke.

"Freddy, you shouldn't laugh out loud in the school-room," exclaimed the teacher.

"I didn't mean to do it," apologized Freddy. "I was smiling, when all of a sudden the smile busted."—*Harper's Weekly.*

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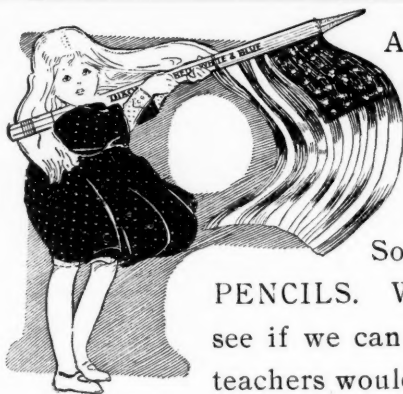
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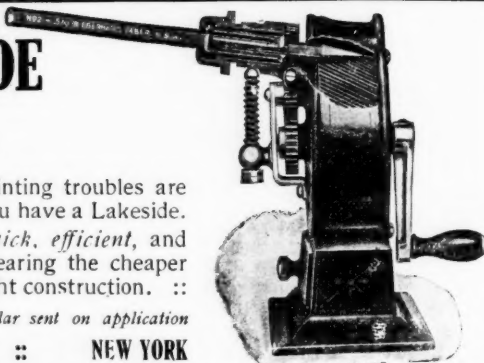
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